

SANTA BARBARA STATE COLLEGE

SANTA BARBARA, CALIFORNIA

1938-1939

1 1 1

Circular of Information and
Announcement of Courses



CALIFORNIA STATE PRINTING OFFICE
GEORGE H. MOORE, STATE PRINTER
SACRAMENTO, 1938

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1938							1939													
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11	12	13	14	15	16	17	11	12	13	14	15	16	17	10	11	12	13	14	15	16
18	19	20	21	22	23	24	18	19	20	21	22	23	24	17	18	19	20	21	22	23
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CALENDAR FOR 1938-1939

SUMMER SESSION, 1938

June 25, Saturday -----Registration begins
June 27, Monday -----Registration continues
June 28, Tuesday -----Instruction begins
July 4, Monday, Independence Day-----Holiday
August 5, Friday -----Session closes

FALL SEMESTER, 1938

August 29, Monday, to September 7, Wednesday.

Administrative offices open daily except Sunday and holidays to receive applications for admission and for evaluation of credentials.

Offices of the deans open 10 to 12 o'clock for consultation on housing, programs and other matters of importance to entering or returning students.

Applications for entrance and credentials should be in the hands of the registrar prior to September first.

September 8, Thursday, and thereafter.

All administrative offices open 9 to 12 and 1:30 to 4:30.

September 10, Saturday.

Freshman registration begins.

8:30 to 9. Assembly in the auditorium. All new students, whether freshmen or transfers, are required to attend.

9 to 12 and 1 to 4. Preregistration for entering students who have already taken their English A and aptitude tests; consultation with deans and faculty advisers; medical examinations.

9 to 11. English A examination for students who have not previously taken it.

2 to 4. Aptitude examination for students who have not previously taken it.

September 11, Sunday.

3 to 5. Reception for entering students.

September 12, Monday.

8 to 12. New students complete registration.

1 to 5. Returning students, preregistration and registration; consultation with advisers and faculty; medical examinations.

All faculty and administrative officers on duty at their designated stations all day, except between 12 and 1.

September 13, Tuesday.

8 to 12 and 1 to 5. Completion of registration for all students except limited students.

All faculty and administrative officers at their posts all day except between 12 and 1.

September 14, Wednesday.

Instruction begins in all departments.

September 15, 16, Thursday and Friday.

9:30 to 12 and 1:30 to 4. Registration for limited students.

November 11, Friday, Armistice Day-----Holiday

November 24, 25 -----Thanksgiving holiday

Classes close at noon on Wednesday, November 23.

December 17 through January 1, 1939-----Christmas holiday

January 19, Thursday-----Examinations begin

January 27, Friday-----First semester closes

SPRING SEMESTER

January 30, Monday.

10 to 12. English A examination for entering freshmen.

1:30 to 3:30. College aptitude test for all entering students.

Deans' offices open for housing and consultation..

Registrar's office closed.

January 31, Tuesday, and February 1, Wednesday.

Preregistration and registration for all students.

Applications for admission and credentials of entering students should be filed with the registrar by January 20 to allow time for evaluation.

8 to 12 and 1 to 5. Preregistration, registration, consultation, payment of fees.

Faculty at their stations for consultation all day except between 12 and 1.

Medical examinations by appointment 8 to 11 and 1 to 2:30.

February 2, Thursday.

Instruction begins in all departments.

April 3, to April 7-----Easter holiday

May 30, Tuesday, Memorial Day-----Holiday

June 1, Thursday -----Examinations begin

June 4, Sunday-----Baccalaureate service

June 9, Friday, 10 a.m.-----Graduation exercises

SUMMER SESSION, 1939

June 24, Saturday-----Registration begins
June 26, Monday -----Registration
June 27, Tuesday -----Instruction begins
July 4, Tuesday, Independence Day-----Holiday
August 4, Friday-----Session closes



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OFFICIAL DIRECTORY

SANTA BARBARA STATE COLLEGE

Administered Through

STATE DEPARTMENT OF EDUCATION

WALTER F. DEXTER, Superintendent of Public Instruction
ex officio Director of Education

JOEL A. BURKMAN, State College Adviser

State Board of Education

A. HEBER WINDER, President	Riverside
ARMISTEAD B. CARTER	San Diego
FORD A. CHATTERS	Lindsay
DR. LEWIS P. CRUTCHER	Long Beach
MISS ALICE H. DOUGHERTY	Oakland
ARTHUR ECKMAN	Los Angeles
R. E. GOLWAY	Sacramento
MRS. EDNA KASCH	Ukiah
DANIEL C. MURPHY	San Francisco
MISS ALICE ROSE POWER	San Francisco

Officers of Administration

CLARENCE L. PHELPS	President
CHARLES L. JACOBS	Dean of Upper Division
WILLIAM ASHWORTH	Dean of Lower Division, Dean of Men
LOIS M. BENNINK	Dean of Women
JANE MILLER ABRAHAM	Appointment Secretary, Registrar
WILHELMINA MENKEN	Assistant Registrar
WILMA ELIZABETH LOWSLEY	Recorder
DONALD M. KUPFER	Financial Secretary
IRENE W. STEWART	Secretary to the President

Student Officials

DON M. FOLLETT-----*Graduate Manager*

RICHARD KAIME (Fall Semester)-----*Publicity*

FACULTY 1937-1938

- Clarence L. Phelps, B.A., M.A., (Stanford) ; additional graduate work
at Stanford -----*President*
- Ednah Rich Morse, LL.D.-----*President Emeritus*
- William Ashworth, B.A. (Dartmouth) ; M.A. (Stanford) ; additional
graduate work at University of California and Stanford-----
Dean of Lower Division; Dean of Men; Head of English Department
- Katharine Fairchild Ball, B.A. (Ponoma) ; certificate University of
Pittsburgh; graduate Los Angeles Library School-----*Librarian*
- Helen M. Barnett, B.A. (University of California) ; M.A. (Uni-
versity of Southern California) ; special work in voice produc-
tion, Chicago, Los Angeles, London----*Head of Music Department*
- Robert Louis Barron, Graduate Sherwood Music School; additional
work Sherwood Music School; College of the Pacific; University
of California; Santa Barbara State College; extensive special
training in violin, piano, composition-----*Music*
- Margaret Burke Bennett, B.A. (Ponoma) ; M.A. (University of
Southern California) -----*English*
- Lois M. Bennink, A.B. (Whittier) ; M.A. (Columbia) ; additional
graduate work at University of California and Stanford-----
-----*Dean of Women; Social Science*
- Frances Berger, B.A. (University of California) ; graduate work at
Occidental -----(part time) *English*
- Elizabeth L. Bishop, B.S. (Columbia) ; M.A., Ed.D. (University of
California) -----*Psychology, Research*
- Alice V. Bradley, B.S. (Wisconsin) ; M.A. (Whittier) --*Home Economics*
- Walter L. Cheever, 8 years study in Museum of Fine Arts, Boston;
special study with Franklin Benson and Edmund C. Tarbell----*Art*
- Florence L. Clark, B.A. (Ponoma) ; (Santa Barbara) ; M.A. (Colum-
bia) ; additional work, University of Washington--*Home Economics*
- Mary E. T. Crosswell, Pratt Institute; portrait study with John M.
Clawson; sculpture with Herbert Adams; design with Arthur W.
Dow -----*Head of Art Department*
- Harold McDonald Davis, B.S. (University of Illinois) ; M.A. (Stan-
ford) -----*Head of Physical Education Department*
- Marie June Davis, B.A. (School of Speech, University of Southern
California) ; graduate work at Stanford, University of Southern
California and University of California----- (part time) *English*
- Ruth M. Doolittle, Chouinard School of Art; B.A. (Santa Barbara) ;
M.A. (Stanford) -----*Art*

- Ida May Edwards, B.A. (Santa Barbara); Library School, University of Oklahoma; additional graduate work at Claremont Colleges ----- *Assistant Librarian*
- Roy P. Eichelberger, B.S. (University of Idaho); M.A. (Teachers College, Columbia) -----
 -----(part time) *Directed Teaching, Junior High School Education*
- Henry Eichheim, internationally known violinist, director, composer, director of the All-College Symphony ----- *Lecturer*
- William H. Ellison, B.A. (Randolph-Macon); M.A., Ph.D. (University of California) ----- *Head of Social Science Department*
- Emanuel E. Ericson, B.S. (Stout Institute); M.A. (University of Southern California) --- *Head of Industrial Education Department*
- Isabel Morton Fish, B.A. (Santa Barbara), Graduate School of Museum of Fine Arts, Boston; graduate Evening School of Drawing, Boston; additional graduate work at Claremont Colleges ----- (part time) *Art*
- Winifred M. Frye, B.S. (Milwaukee-Downer); additional work University of Chicago; Columbia Commonwealth Art Colony -----
 ----- *Home Economics; Director, Household Art*
- Harry K. Girvetz, B.A., M.A. (Stanford), Ph.D. (University of California) ----- *Social Sciences*
- Fred L. Griffin, graduate Mechanics Institute, Rochester; B.A. (Santa Barbara); additional work Syracuse University and Montana State College; practical experience Franklin Automobile Factories; engineering department, Duluth Shipyards; graduate work at Claremont Colleges ----- *Industrial Education*
- John F. Halterman, B.S., M.S., Ph.D. (University of California) --
 ----- *Social Sciences*
- Theodore Harder, B.A. (Stanford); graduate work Stanford -----
 ----- *Physical Education*
- Della Haverland, B.A. (University of California at Los Angeles); graduate Los Angeles Library School ----- *Assistant Librarian*
- Frederic W. Hile, B.A., M.A. (University of Denver); professional stage experience ----- *English*
- Winifred Weage Hodgins, B.S. (Washington); M.A. (Columbia) ---
 ----- *Physical Education*
- Charles L. Jacobs, B.A. (Columbia); M.A. (Stanford); Ph.D. (Columbia) - *Dean of Upper Division; Head of Education Department*
- Paul Avery Jones, B.A. (Santa Barbara); graduate work at Claremont Colleges ----- *English; Assistant to Dean of Men*
- Katherine Kinsel, B.A., M.A., (University of California at Los Angeles); Ph.D. (University of Illinois) ----- *Science*

- Jean Travis Krueger, B.Ph. (University of Chicago); M.S. (University of Wisconsin); additional graduate work at Columbia and Wisconsin ----- *Head of Home Economics Department*
- Roy Lawhorne, Commercial Artist----- (part time) *Art*
- Edith M. Leonard, B.E. (Chicago Academy and National Kindergarten and Elementary College, Chicago); M.A. (Claremont Colleges)----- *Director, Kindergarten-Primary Teacher Training*
- Florence W. Lyans, B.A. (Santa Barbara); M.A. (University of Oregon) ----- *Industrial Education*
- Rea McPeak, B.A. (Santa Barbara); additional work at University of Southern California----- *Lincoln Library*
- Edward L. Markthaler, M.D. (Columbia)----- *College Physician*
- Irving A. Mather, B.S. (Oregon State College); M.S., Ph.D. (University of Oregon)----- *Science; Mathematics*
- William Clarence Maxwell, B.A., M.A. (Stanford); Ph.D. (University of Washington)----- *English*
- J. W. Needham, Contractor and Builder-- (part time) *Industrial Education*
- H. Edward Nettles, B.S. in Ed., M.A. (University of Missouri); Ph.D. (Cornell); additional work, Cambridge University--- *History*
- Elmer R. Noble, A.B., M.A., Ph.D. (University of California)-----
----- *Science*
- George Elmer Outland, B.A. (Whittier); M.A. (Harvard); Ph.D. (Yale); additional graduate work at University of Southern California ----- *Social Science*
- Walter Peirce, A.B. (Ohio Wesleyan), A.M. (University of Michigan), Ph.D. (Johns-Hopkins)----- *Foreign Language*
- William W. Peters, B.A., M.A. (Knox); M.S. (Illinois); additional graduate work at Illinois and University of California-----
----- *Physics; Mathematics*
- Zelma Pierce, B.A. (Santa Barbara); graduate work at Stanford--
----- (part time) *Mathematics*
- Elsie A. Pond, B.A., M.A. (Stanford); additional graduate work, University of Colorado, University of Hawaii-----
----- *Director, Junior High School Teacher Training*
- John T. Porter, commercial printer----- (part time) *Industrial Education*
- Laura Specht Price, B.A. (University of Minnesota); M.A. (Stanford)----- *Director, Elementary Teacher Training*
- Anita Cochran Priest, B.Mus. (University of Southern California)--
----- (part time) *Music*
- Eda Ramelli, B.A. (California); M.A. (Stanford); two years travel abroad and study at Centra de Estudios Historicos e Investi-

- gaciones Cientificas and University of Madrid (leave of absence)
-----*Foreign Language*
- Mattie Ramelli, B.A. (University of California); M.A. Stanford;
two years additional graduate study at Stanford and University
of Mexico -----*Foreign Language*
- Peter Riedel, Landscape Gardener----(part time) *Industrial Education*
- William L. Rust, trained in engineering, Birmingham, England, and
Dunkerque, France; practical experience as chief engineer; pro-
prietor machine shop and commercial garage; master mechanic
and engineer, Loughead Aircraft Company, Santa Barbara----
-----*Industrial Education*
- Mary Ida Sands, B.A. (Santa Barbara)-----*Cafeteria*
- William Scalapino, A.B., M.A. (University of Kansas)-----
----- (part time) *Directed Teaching, Elementary*
- Elizabeth L. Sehon, B.S. (University of Wisconsin) M.A. (Ohio State
University), additional graduate work at University of South-
ern California, and University of Wisconsin-----*Physical Education*
- Hazel W. Severy, B.A., M.A. (Stanford); D.Sc.O. (research work,
College of Osteopathic Physicians and Surgeons)-----
-----*Head of Science Department*
- Roy L. Soules, B.A. (Santa Barbara); M.A. (University of Southern
California)----(part time) *Directed Teaching, Industrial Education*
- Helen E. Sweet, B.A. (Pomona); M.A. (Claremont Colleges);
Ph.D. (University of Chicago)-----*Physiology*
- Louie S. Taylor, B.A. (Santa Barbara); graduate work at Clare-
mont Colleges----- (part time) *Industrial Education*
- Gladys Van Fossen, B.A. (University of Minnesota); M.A. (Colum-
bia) -----*Physical Education*
- Earl Fiske Walker, B.A. (Nebraska Wesleyan University); Ph.G.,
M.A. (Nebraska University); additional graduate work at
Chicago University, Stanford, University of California and
University of Southern California-----*Chemistry*
- Harrington Wells, B.A., M.A. (Stanford), additional graduate work
at Stanford -----*Biological Science*
- Schurer, O. Werner, B.A. (Santa Barbara).; practical experience in
architectural drawing and building construction; graduate work
at University of Southern California and Claremont Colleges
-----*Industrial Education*
- Luella S. Wharton, B.A. (Santa Barbara), graduate of Riverside
Library School -----*Assistant Librarian*
- Wilton M. Wilton, B.A. (Santa Barbara)-----
----- (part time) *Physical Education*

ASSISTANTS

Administrative Offices

Ruth M. Henry	Jane Richmond
Mamie S. Miller	Ann Seymour
Phebe Steer, B.A. (Santa Barbara)	

Health and Physical Education

Thomas Crawford, American Red Cross, (part time) *First Aid*
Dempsey Creary, B. A., (part time) *Scouting*
EmmaLou Eppel, Accompanist
John Leeing, Boy Scout Executive, (part time) *Scouting*
Elizabeth Sweet Sheppard, R.N., Office Nurse

Fall Semester

Earle Fredburg
Harold Sanderson

Spring Semester

Richard Palmer
James Van Meter

Cooperative Store

Ora Willits, Manager	Bonnie Jack
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GENERAL INFORMATION

LOCATION

Santa Barbara is a most delightful city of more than 40,000 population. It has one of the most attractive natural settings in the country, and the combination of its scenic beauty and its delightful climate attracts visitors and homeseekers from all parts of the world. It is essentially a city of homes and has a superior type of citizenship, all of which taken together makes it an admirable place in every way for the location of an educational institution.

The college plant is located on a tract of approximately fourteen acres, and consists of a row of three main buildings in the foreground, overlooking the city and ocean. To the rear of these buildings are several smaller ones of more temporary character. Two of these have been constructed recently, and another is in process of construction.

The reason for continuing to build smaller structures is that the college has grown rapidly in the past five years, and it has been necessary to increase facilities in order to accommodate the increasing number of students while waiting for the development of a complete new plant on the new and imposing site of much greater area recently secured for the college on the mesa. This site is just above the breakwater, and consists of forty-six acres of level land on the bluff, with some twenty acres of broad beach below. A master plan for the complete development of the institution on this wonderful site has been approved. A new athletic stadium, located on the beach, with bleachers extending up the cliff walls of the new college site is under construction and will be completed by September, 1938.

HISTORICAL

This institution was founded by legislative enactment in 1909, under the name of the Santa Barbara State Normal School of Manual Arts and Home Economics. Its first sessions were held in the Blake Memorial Building of the public schools of the city. Later, the present commanding site was secured. The first buildings were completed and occupied in 1913.

Within the next six years three other buildings had been completed, and the departments of art, physical education and music had been added. In 1919 the legislature changed the name of the institution to The Santa Barbara State Normal School. Again, in 1921, by legislative enactment, the institution changed its name to The State Teachers College of Santa Barbara and secured the right to develop courses leading to the bachelor of arts degree upon approval by the State Board of Education.

In 1935, the legislature again changed the name to Santa Barbara State College. In 1937, authority was received to grant the bachelor of education degree.

LIVING ACCOMMODATIONS

Since there are no college dormitories, living arrangements for students whose homes are not in Santa Barbara are made through the offices of the deans, from whom lists of approved houses and other information may be obtained. The cost of room and board varies according to the types of accommodations desired, but, in general, it ranges as follows:

1. For board and room in private residences, \$35 to \$40 a month.
2. For apartments and housekeeping rooms, including all living expenses, \$12 to \$20 a month each.
3. For room alone, \$7.50 to \$15 a month each.

There must be living in the same house with women students who are not residing at home, an older responsible woman, who is willing to act as supervisor or "housemother" and who has been approved by the dean of women. No woman student may complete her registration until her housing has been approved by the dean of women. When a woman engages accommodations in an approved college residence *it is expected that she remain the entire semester*. However, in case a change of residence becomes absolutely necessary, the approval of the dean of women must be obtained *before* final arrangements are made.

Pending permanent location of women students, the Margaret Baylor Inn will furnish inexpensive accommodations.

FINANCING

Students planning to enter the college should have sufficient funds to cover their expenses during the first semester. Work should not be counted on to reduce expenses until the student has established himself in the institution. The very minimum with which any student should come to the college is an amount sufficient to pay all fees and at least one month's living expenses, together with assurances of additional funds at a later time.

EMPLOYMENT

Students desiring employment should apply for information to the offices of the dean of men and dean of women. A large number of the students find it possible to earn part of their expenses while attending college. However, since the entering student can not always find immediate employment, it is recommended that no new student register unless he has sufficient funds to cover the expenses of the first semester. Since only a few students are able to be entirely self-supporting, it is not advisable for a student to spend more than 25 hours per week on outside work if he is carrying an average college program. The offices of the deans can not assume the responsibility of securing employment for all applicants; but they will help the student in finding a position. A student must make personal application at the time of registration and he must make his own arrangements with respect to remuneration. He should be on hand a few days before registration in order to look for a position.

Both men and women can usually obtain board and lodging in exchange for services rendered in private homes, but in the past the majority of

calls for women to work have come from this source. Women who accept these "exchange" positions are expected to give 23 hours of work each week in exchange for room and board.

Opportunities for obtaining employment on an hourly basis also exist in the following fields: (1) for women—typewriting and stenography, clerical work, cafeteria work, housework, care of children, etc.; (2) for men—garage work, driving, service station, gardening, laboratory assistance, etc. The rates for employment of this kind vary from twenty-five to fifty cents an hour. A student qualified to do more technical work can occasionally find employment on a more remunerative basis than in the fields mentioned above.

LOAN FUNDS

The Ednah Rich Morse Loan Fund—established in 1916 by Ednah Rich Morse to aid deserving students. This fund is to be used for small emergency loans. These loans do not exceed fifteen dollars and may run only for a short time. No interest is charged. Applications should be made to the dean of men or dean of women.

The Santa Barbara Student Loan Fund—established in 1920 by Mr. William Wyles to help students to finance their college course. A low rate of interest is charged and the student is expected to repay after he has completed his training and is gainfully employed. Application for loans from this fund should be made to the president of the college.

SCHOLARSHIPS

The institution has a limited number of scholarships for entering freshmen. Selection of candidates for these scholarships is based on three things—scholarship and institutional activities in high school, and personal characteristics. Applications for these scholarships should be forwarded to the registrar by the principal of the high school, with complete details covering the points designated above.

REGULATIONS REGARDING FEES

Refunds on registration fees are not made after the second week of registration. No refunds are allowed on materials, service fees or on late registration fees. Application for refunds must be made in writing to the financial secretary, and must include a full statement of reasons for withdrawal.

Checks will be received only in payment of bills.

No fees shall be collected in any class. All fees and money, with the exception of club and organization dues, shall be paid to the office of the financial secretary.

Fines. Failure to meet appointments with administration or faculty members, whether made through notices in mail boxes, in the college paper or on bulletin boards, will be regarded as a breach of student responsibility, and will subject the student to a fine.

Return of equipment of all kinds to the proper person at the required time shall be the responsibility of the student borrowing it. Failure to return such equipment on time will subject the student to a fine.

All laboratory fees are due and payable at the end of the fourth week of the semester. Students may be dropped from college if laboratory fees are not paid when due.

Students may not expect to receive grades, transcripts of records, or diplomas until all college obligations have been met. Neither may they register at the beginning of any semester until past obligations have been cleared or officially extended by the president or one of the deans.

The **student body fee** entitles the student to membership in the Associated Students and to all privileges appertaining thereto. Such privileges include subscription to the official weekly paper, *El Gaucho*, entrance to certain athletic contests, participation in student body activities, health service and club room privileges. Those who have paid membership fee for two semesters are entitled to a copy of the yearbook, *La Cumbre*. Those holding a membership in the Associated Students for only one semester must pay two dollars (\$2.00) for a copy of the yearbook.

FEES

For all students—

Tuition fee per semester-----	\$6 50
Laboratory fee per unit of credit in each course carrying laboratory work -----	1 00
Student body, per semester-----	10 00
Library maintenance, per semester-----	3 00

For entering students only—

College aptitude test (at time of registration)-----	50
English A examination (at time of registration)-----	50

For limited students and auditors—

A limited student is one registered for five or less units.

An auditor is one who attends class without credit. All auditors should register as such.

The tuition fee for limited students and auditors is \$2.50 for each unit. Limited students and auditors do not pay a student body fee.

Total possible registration charge for limited students and auditors -----	12 50
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For nonresident students—

Section 5.63 of the new School Code, effective August 21, 1933, provides that nonresident students in the state colleges, regardless of previous registration, shall pay the following fees:

For the first semester in which they register after the law becomes effective -----	75 00
For each succeeding semester-----	37 50

For graduating students—

Diploma fee -----	\$2 20
Appointment fee (to cover clerical work and postage used in mailing applications for positions, etc.)-----	2 00

Summer session—for all students—

Registration -----	20 00
Library maintenance -----	1 00
Student body -----	1 00
Laboratory fee, per unit-----	1 00

Miscellaneous fees—

Late registration -----	1 00
Failure to meet appointments with administrative officers and faculty members -----	1 00
Failure to return equipment at required time, first day-----	1 00
Per day until equipment is paid for or returned-----	50
Overdue library books, reserve, 10c per hour or per day-----	50
Other books, per day-----	10
Failure to turn in registration book by required date-----	1 00

TRAINING SCHOOL FACILITIES

Public schools afford the laboratory for directed teaching. The Jefferson School in the City of Santa Barbara is used as the chief demonstration center for the elementary department. The kindergarten-primary department places its student teachers throughout the city schools, and in the schools of nearby communities. The local junior high schools and the high school are used to some extent for junior high school and special secondary teacher training.

The schools plan to be practical and progressive in their attempt to arouse, guide and interpret purposeful, self-directed activity on the part of the children.

LIBRARY FACILITIES

The library, situated on the second floor of the administration building, contains a collection of 30,000 carefully selected books, pamphlets and current periodicals, comprising well-balanced reference, professional, literary and technical material which meets the fundamental requirements of all departments.

A special collection of 7000 books, pamphlets and magazines, the gift of William Wyles of Santa Barbara, relates to Lincoln, the civil war and reconstruction periods. This material is used by students for special research in social science courses.

The library is open from 7:45 a.m. to 5 p.m. Monday through Friday, and from 7 to 9 p.m. Monday through Thursday evenings. Books may be borrowed overnight, and are to be returned next morning. Fines are charged for overdue books.

The library staff is composed of college graduate women, who have additional professional training in accredited library schools.

THE COOPERATIVE STORE

There is maintained on the campus a store to supply student needs in books, stationery, supplies of all kinds needed in college work. The store operates under the direction of a store committee consisting of three members of the faculty, who plan policies with the manager, and help to make it possible for students to purchase their supplies at minimum cost.

STUDENT HEALTH SERVICE

The college maintains a health office on the campus, under the direction of a faculty health committee. A physician from the city is on the campus an hour a day, Monday through Friday, and a graduate nurse is in the office during school hours. This office handles routine physical examination of all enrolled students at the beginning of each college year and at graduation, provides daily advisory service to students, passes upon cases requiring limited or increased physical activity, attends to first aid in emergencies, issues health certificates for teaching credentials, and serves in many ways as agent in the education of students in matters of health.

The health service is housed in the health cottage, which provides a private consultation room, waiting room, and rest rooms for men and women.

A part of the student body fee is set aside to form a fund for hospital care in case of sickness, accident or operation. This fund protects the students who are members of the Associated Students organization against hospital expense within certain specified limits, and pays for a limited number of physician's visits in case of illness or accident. The fund is administered through the health office and health committee, under a contract agreement with the student body.

STUDENT ACTIVITIES

Organizations. The Associated Students is an organization of the entire student body which has charge of various student activities under the general management of the Student Council. All social affairs are administered by the social committee. Other committees of the Associated Students are in charge of debating and dramatics, general student welfare, rallies and public relations. Matters of finance are handled by the graduate manager and supervised by the president's office.

The major student activities include: Associated Women Students and Associated Men Students, Women's Athletic Association, departmental and class organizations; four local fraternities, six local sororities, and the national sorority, Delta Sigma Epsilon; social clubs and clubs having specialized interests such as International Relations, Player's Club, College Y, 4-H, musical organizations, Spanish Club, service organizations; also the following national honorary or professional societies: Alpha Phi Gamma (journalism), Alpha Phi Omega (service), Delta Phi Delta (art), Delta Phi Upsilon (kindergarten-primary), Kappa Delta Pi (education), Kappa Omicron Phi (home economics), Phi Delta Pi (women in physical education), Pi Sigma Chi (industrial education).

Publications of the Associated Students include *El Gaucho*, a bi-weekly newspaper; *La Cumbre*, the yearbook, and a student directory and handbook.

Social and Recreational Activities. The location of the college is ideal for recreational activities. Among the many possible activities sponsored by the college are trips to the Channel Islands and the various beaches, bathing, hiking, horseback riding, dancing, tennis, etc. The Associated Students also sponsor dramatic and musical productions during the year.

A mountain cabin, within an hour's drive from the campus, and belonging to the Associated Students, is available to student and faculty groups.

The Community Arts Association provides numerous entertainments in drama and music, with productions and concerts regularly each month. Exhibits of interest and note are brought to the public through the Museum of Natural History and the Faulkner Art Gallery.

A splendid community spirit, unusual recreational and cultural advantages, the scenic beauties and ideal climatic conditions of Santa Barbara, and high college standards offer a combination of opportunities which should go far in making the life of the student a happy one.

Athletics of all kinds for both men and women are encouraged. The general object is to encourage all-round physical development and good academic work. Trained coaches are in charge of all athletic activities.

The men's division of the physical education department sponsors inter-collegiate and intramural competition in all sports. Freshmen and varsity teams are organized in the various sports for intercollegiate competition.

The Women's Athletic Association sponsors the annual May Day program and the play day, an invitational, competitive and social event for the girls of the near-by high schools.

In addition to its own athletic field in Mission Canyon one-half mile from the campus, and the small field on the present campus, the new stadium is being constructed on the beach adjacent to the new site.

Tennis courts are maintained by the college both on the campus and at the Mission Canyon field.

Lectures and Motion Pictures. The college has a lecture foundation which is administered jointly with the Santa Barbara Museum of Natural History. Under this arrangement lectures of scientific value and general interest are provided at frequent intervals. These lectures are open to students free of charge.

The auditorium at the college contains a complete motion picture equipment which is used regularly for entertainment and instructional purposes.

APPOINTMENT BUREAU

The college maintains an appointment bureau for the mutual service of its graduates, superintendents and boards of trustees desiring to fill teaching positions. There is a fee of \$2 for the service rendered. The fee covers the cost of copying letters of recommendation sent by request of applicant to superintendents, principals or boards of education. There is no guarantee that positions will be secured, but the appointment bureau pledges itself to render every possible service to the graduate in securing a satisfactory position.

The same interest is taken in graduates in service as in those just completing the work of the college. A question blank is sent out each year asking for information concerning the work and prospects of graduates.

From the returns, the bureau is able to be of service in securing promotions for progressive graduates, a matter quite as important as securing the first position. All candidates are expected to reimburse the bureau for telephone messages and telegrams found necessary by the appointment secretary when making efforts in their behalf. Jane Miller Abraham, appointment secretary.

THE ALUMNI

The alumni organization, working through nine regional groups organized in Santa Barbara, Los Angeles, Sacramento, Northern San Joaquin Valley, Kern County, San Diego, Central Coast section, San Geronio region, and the Bay region is actively engaged at all times in working for the welfare of the college. The groups keep in touch with the college through annual reunions, attended by several members of the college faculty, and through the alumni paper, *Hoy Dia*. Information concerning the alumni is collected each year by questionnaire from the office of the appointment secretary, so that the college is kept informed of the activities of its graduates.

All graduates are eligible to membership in the alumni, and all former students, whether graduates or not, are welcome at the regional reunions. Alumni dues are \$2 per year, including subscription to *Hoy Dia*.

SUMMER SESSION

The summer climate of Santa Barbara is delightful, and the summer session offers, in addition to the main consideration of educational courses of the highest grade, all of the advantages of a vacation at the seaside or in the mountains. A session is held each year, beginning about two weeks after the close of the regular session. This session is especially designed for the needs of teachers in service, and suggestions are welcomed as to how it can better serve this end.

The summer bulletin, published late in the spring, may be had upon application to the office of the president.

MAIL

No student mail will be received at the college. All students should have their mail sent to general delivery until such time as they have acquired a permanent address in Santa Barbara. Thereafter, all mail must be sent to that address.

For communication within the college, postboxes are provided in the administration building. It is the responsibility of the student to visit his postbox each day to get notices from faculty or administrative officers.

ADMISSIONS

REQUIREMENTS FOR ADMISSION

High school graduates and other applicants possessing equivalent preparation may be admitted to a state college upon evidence of fitness to profit by college instruction, such fitness to be shown by previous scholastic records, by evidence of good moral character and personal qualifications, and by a satisfactory score on a standard college aptitude test. Regular matriculation will be granted only after the satisfactory completion of a full semester's program of study with records indicating probable success in the chosen curriculum.

Applicants over twenty-one years of age, who are not high school graduates and who do not possess equivalent preparation but whose score on a standard aptitude test indicates ability to do satisfactory college work in the chosen curriculum, may be given provisional admission as special students, but such persons may be granted full matriculation only upon removal of all deficiencies, and upon the completion of one full semester's satisfactory college work in the chosen curriculum.

Upon admission, all students shall be classified on the basis of curricula chosen and their qualifications for undertaking such curricula. Approval for full matriculation shall be granted by the college faculty in accordance with state board of education regulations.

Application for entrance, accompanied by all necessary information, complete scholastic record, letters verifying teaching experience, if any, personal recommendations, etc., should be in the hands of the credentials committee by July 15th for the fall semester and by November 15th for the spring semester. Evaluations of records given by the credentials committee are void if not used within a period of two years.

Records of high school work should be presented on blanks which may be secured from the registrar's office at the college.

Admission with Advanced Standing

From other colleges. Credits earned in accredited colleges shall be evaluated by the state college to which admission is sought and advanced standing allowed on the basis of the evidence submitted. Credit toward the fulfillment of graduation requirements shall be allowed only in so far as the courses satisfactorily completed meet the standards and the requirements of the basic course pattern of the state college.

Credits earned in nonaccredited colleges may be accepted as a basis for advanced standing only to the extent that the applicant can demonstrate to the satisfaction of the state college authorities that a satisfactory degree of proficiency has been attained in the courses in question.

1. Transfers from Junior Colleges. Credits earned by applicants for admission who transfer from junior colleges will be accepted at the state colleges for degrees and credentials upon the following basis:

a. Not more than sixty-four credits of lower division standing may be allowed for credit.

b. No credit for professional courses in education may be allowed.

c. A total of 64 units taken in junior college with grade of C or better will be accepted in full. However, regardless of the number of units accepted, the transfer student must meet all the requirements for graduation set up in his major and minor departments. A student planning to transfer to this college, should study carefully the requirements of the department which he plans to enter. Failure to take the proper subjects in junior college may delay completion of the major or minors beyond the usual four year period.

d. Excess credits of C grade or better in any field may be accepted as free electives.

Students transferring from other institutions should present full official transcripts of all work which they wish to present for evaluation. Such transcripts must be either the original or copies attested by a notary, or photostatic copies of the originals, and must contain the following information:

- a. Names of subjects.
- b. Units completed and grade obtained.
- c. Key to grading system used when grade was assigned.
- d. Records of intelligence or aptitude tests.

2. **Admission by Examination** is sometimes permitted in exceptional cases. Such cases must have the approval of the head of the department, the instructor concerned, and the credentials committee.

3. **Persons having had previous experience in teaching** are assigned to a two unit course in supervised teaching. The satisfactory completion of this work automatically validates previous experience and entitles the student to full credit for supervised teaching (not to exceed 8 units). This in no way reduces the total number of units (124) to be earned for graduation.

Examinations at Entrance.

All entering students carrying six or more units of work, except those who present official evidence of having met this requirement previously in an accredited institution, must take the *English A examination*, the *college aptitude test*, and a *physical examination* at the time of entrance. These examinations are given on the first days of registration, and form an essential part of enrolling in the institution. Registration is not complete until these obligations have been met. A small fee is charged for the aptitude test and for the English A examination. The physical examination is a part of the health service offered by the college health office.

Students who have a record of a psychological examination, or for the completion of the English A requirement should request that these records be included on the transcript of record which they present for evaluation.

THE BACHELOR OF ARTS DEGREE

Two types of curricula are offered in this college, leading to a bachelor of arts degree :

Professional curricula, which yield in addition to the degree, a credential to teach in the public schools of California. The candidate may select from offerings leading to certification in the kindergarten, the elementary school, the junior high school, or in the special fields of art, home economics, industrial education or physical education in the high schools of the state.

Non-professional or liberal arts curricula, leading to the bachelor of arts degree without a teaching credential. The student may select from offerings in the fields of art, home economics, English, history and industrial education.

While these curricula do not lead directly to a teaching credential, they may lay the foundation for a fifth year of work in which the requirements for a general secondary credential may be completed at some college or university authorized to grant such a credential.

There is also a **group major** of the liberal arts type for students who do not wish to confine their studies to any one of the special fields of study indicated above.

GENERAL REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

Unit requirements. 124 units are required for graduation with the degree of bachelor of arts. Of these, normally 64 are completed in lower division and 60 in upper division. At least 40 units of the total number must be selected from upper division courses.

Not more than 40 units taken either in the field of education or in any special department may be counted toward the fulfillment of the total number of units for graduation.

Residence requirement. Of the 124 or more units required for graduation, at least 30 must have been completed in this college in residence.

Extension work, not to exceed 30 units in amount, may be allowed under approved conditions. However, teachers in service are not allowed, by State Board of Education regulation, to take more than 10 units of work during the school year.

Subject requirements. The subjects required of all candidates for a degree include :

Social Sciences, 14 units, 8 of which must be taken in lower division. Political Science 99 must be taken in the sophomore year by all candidates for degrees or credentials, unless the state requirement in

Constitution and American Ideals is satisfied by a history or a political science course regarded as equivalent.

Natural Sciences, 14 units, 12 of which must be taken in lower division.

English, 6 units in lower division.

An examination in English composition must be taken by all entrants at their first registration. Admission to courses in the English department is postponed until students are able to pass this examination.

Psychology, 3 units in lower division.

Physical Education, 3 units of physical education, distributed over the four years of the college course, are required of all students.

Majors and Minors. Each candidate for a degree must complete one major and two minors, or two majors and one minor.

A **major** is a combination in one of the prescribed fields of not less than twenty-four units, at least twelve of which are in upper division courses. In most cases, the requirements within departments exceed these minimum requirements, but in no case may the department offerings exceed the prescribed forty units.

The student should select his major field with care, in accordance with his interests and objectives. While it is possible to change a major field, it is usually done at expense of time and credits.

A **minor** is a combination in one of the prescribed fields of not less than twelve units, at least six of which are in upper division courses. In most cases, requirements within departments exceed this minimum requirement.

There is considerable variation in the minor requirements for different credentials, and the candidate should be guided in his choice of his minor fields by the advice of the head of his major department. The actual courses selected to make up the minor must be approved by the head of the department in which the minor is sought. Outlines for minors will be found under the department sections in this bulletin.

In general, minors are designed to give breadth and background. In the professional curricula, leading to teaching credentials, they may serve the additional purpose of providing a second subject which he may teach if necessary. Some combinations are better than others for transfer credit; some are better than others as teaching combinations. The future plans of the candidate will determine in part what is desirable to choose for minor fields.

The **education minor** may not be chosen by students who are candidates for any teaching credential. Normally, such students should select an academic minor, or one in a special department, such as art, in order to broaden both their background and their teaching possibilities. Students in the special departments should select academic minors, to avoid unduly heavy programs of nonacademic subjects, and provide a better balanced course for teaching or for transfer to graduate standing.

**DESCRIPTIONS OF CURRICULA LEADING TO THE
BACHELOR'S DEGREE**

A. With Teaching Credential.

Kindergarten-primary curriculum and credential, page 60.

Elementary school curriculum and credential, page 64.

Junior high school curriculum and credential, page 68.

Special secondary curricula, and credentials:

Art, page 45.

Home Economics, page 97.

Industrial Education, page 106.

Music 133.

Physical Education, page 136.

B. Without Teaching Credential.

Liberal Arts Group Major, page 27.

Art, page 47.

Home Economics, page 98.

English, page 83.

History, page 162.

Industrial Education, page 107.

BACHELOR OF ARTS DEGREE WITH GROUP MAJOR

Nonprofessional

Students who do not wish to follow a specialized major curriculum may now elect a combination major which permits somewhat wider selection of offerings of a liberal arts type. This curriculum leads to an A.B. degree without teaching credential. Like all other degree curricula it requires 124 units for graduation, 64 in the lower division and 60 in upper division. The candidate must also complete the State and institutional requirements for graduation. See page 25.

After the lower division requirements have been met, the remaining lower division units are to be chosen by the student in such fields as he may elect, particularly giving attention to preparation for carrying out his plans in upper division. He will have guidance in selection of his electives from the combination-major adviser.

It is suggested that 15 units of a foreign language is a desirable choice for this major. This may be satisfied in part by work done in high school.

Upper division required work. The student will complete 9 units in one subject or combination of subjects in each of 4 of the following groups:

1. Art—Music
2. Home Economics—Industrial Education
3. English—Foreign Language
4. Education—Philosophy—Psychology

5. Physical Science—Biological Science—Mathematics

6. History—Economics—Political Science—Sociology.

Upper division electives. The remaining upper division units may be selected by the candidate on the basis of his tastes and purposes.

Majors and minors. For general information on majors and minors, consult pages 26, 34 of this bulletin.

A combination major may consist of 2 of the above numbered groups in the upper division, the remaining 2 groups completing minors.

BACHELOR OF EDUCATION DEGREE

The California State Board of Education on January 7, 1937, adopted a resolution which authorizes the California state colleges to grant the bachelor of education degree, the requirements for which are based upon an evaluation of successful experience and educational activities as a substitute for certain academic and professional courses.

The operation of this curriculum is limited, and does not extend beyond February 1, 1947. All applications for candidacy must be filed and at least six semester hours of work completed before February 1, 1942. All the requirements must be completed and the degree conferred prior to February 1, 1947.

Purpose of the Degree.

This curriculum provides an opportunity for improving the professional competency of those teachers who are now in service and who do not meet the standards of training at present required of new people entering the teaching profession.

The degree is professional in character and is not intended to qualify students for graduate standing in the universities.

Eligibility for Candidacy.

The following classes of teachers are eligible for candidacy for the bachelor of education degree.

1. Graduates of the two year, two and one-half year, or three year curricula of the California state colleges when these institutions were normal schools or teachers colleges, who have had five or more years of successful teaching experience.
2. Holders of California life diplomas or those who have taught five or more years in the public schools of California.

Application Blanks.

Anyone desiring to apply for candidacy for the bachelor of education degree should write to the registrar of any one of the state colleges for an application blank.

General Outline of the Required Program.

The degree will be granted upon the successful completion of 124 semester hours of college or university work or the equivalent. Of this total requirement at least 106 semester hours of work shall be completed in regular campus classes, extension classes, or in correspondence courses under college or university direction; and not to exceed eighteen semester hours of credit may be allowed for experiences and activities that can be evaluated as equivalent to regular academic work.

Teachers who take advantage of the opportunity offered under the requirements for the bachelor of education degree will not only be able to secure certain credit for nonacademic work but they will in addition be able to secure a baccalaureate degree without meeting the usual traditional technical requirements involving the academic majors, minors and other detailed prescriptions for the bachelor of arts degree. Candidates for the degree will pursue programs of studies designed to be of

greatest value to the teachers themselves in their classrooms and in their communities.

Candidates will take academic courses designed to strengthen them in those fields of knowledge in which their initial training is inadequate. Professional courses in education will be included to qualify candidates to teach the newer curricula by means of the newer methods. All work will as far as possible be provided in classes for mature and experienced teachers.

Fields of Study.

Each candidate for the bachelor of education degree must include in the last 60 semester hours of credit earned a minimum of six semester hours in each of three of the following six fields of knowledge.

- | | |
|------------------------------|---|
| 1. Professional courses | 5. Fine arts and literature |
| 2. Social science | 6. Physical education, hygiene, and recreation. |
| 3. Natural science | |
| 4. Psychology and philosophy | |

Equivalents.

Equivalents will be evaluated in terms of professional service units, and each such unit will count as equal to one semester hour of college or university work. Equivalents will also be evaluated in terms of results; on the basis of quality of work rather than quantity.

Professional service units may be allowed in each of the following types of activities up to the number indicated, provided that the total shall not exceed 18.

Activity	Maximum number of service units
Teaching experience -----	6
Community service outside the school-----	2
Professional service -----	6
Travel study -----	3
Publications -----	4
Experimental problem, project or activity work--	4

Residence Requirements.

Twenty-four semester hours of work completed in the state colleges of California will be accepted as satisfying residence requirements, provided that at least one-half of this work must have been completed subsequent to June 1, 1934, in the college granting the degree.

LOWER DIVISION

William Ashworth, Dean

The lower division aims to be of immediate service to all worthy and eligible young people who may wish to profit by its opportunities to pursue collegiate study. While this study is open to all deserving students, yet this higher training should be rightly reserved for those best fitted, both by aptitude and mental capacity, to pursue it with profit to themselves and with honor to the institution. The lower division offers the first two years' study and training in practical arts and sciences and in liberal arts and sciences. The offerings in the former are largely technical and professional, the latter more flexible and cultural. Neither exerts undue influence upon the other; both integrate to form a unit organization that insures mutual advantage to the student and to the college. The lower division organization presents all the courses and viewpoints of the standard college, together with beginnings in special departmental fields of more advanced investigation.

Both sections of this twofold organization are largely foundational in character. It is the purpose of the lower division to help the student lay as broad a base as possible on which to erect the superstructure of his later study. Top-heavy or unbalanced programs are discouraged. Should the student find it necessary to leave college at the end of his second year, it should be with the satisfaction of a sound mental point of view, some positive suggestions of a technique for his own cultural progress, and a stimulus to enlarge his increasing interests and abilities that he may fit more effectively into a society that expects his leadership and his service.

From the point of view of finances, the lower division should appeal to many students who wish to save the expense of attending a more distant college, since the courses offered here are identical with those offered in other colleges and universities. Doubtless many will welcome the opportunity to secure collegiate work toward the B.A. degree and still remain free from high tuitions and traveling expenses. This, together with the more intimate relations possible between the student and his instructors in a small college, assures for him considerable freedom from the anxieties of adjustment attendant upon entering a new environment.

In some instances, however, a student in his preparation for entrance into the upper division here may not find the professional offerings of this college suitable for his career. Should this be the case, any student who does not find his adjustment here may use the standard courses pursued in the lower division for transfer at their face value should he wish to go elsewhere for his advanced study and research.

First and second year students are grouped under two heads:

1. **Lower division professional** students are those who choose a major leading to the B.A. degree from any of the following fields:
 - a. With a credential authorizing the holder to teach:
 1. The kindergarten-primary curriculum.
 2. The elementary curriculum.
 3. The junior high school curriculum.

4. Home economics education.
 5. Industrial education.
 6. Art education.
 7. Physical education.
- b. Without a credential—liberal arts curricula:
1. English.
 2. History.
 3. Home economics.
 4. Group major.

While a liberal arts curriculum does not lead to a teaching credential, a student majoring in English or history may, by fulfilling the requirements for the junior high school credential, qualify for a certificate to teach in the 7th, 8th and 9th grades.

2. **Lower division liberal arts** students are those who are not working toward a teaching credential, or have not yet chosen a major field. Many students prefer to reserve their choice, electing courses with greater freedom, though the general group requirements remain practically the same. Their selections may be exploratory or they may be directed toward some definite upper division work, this of course, being preferable. As a rule, however, any selection showing a reasonable balance will be approved by the counselor, whose advice should be freely sought. Should a liberal arts student wish to choose one of the above majors, he will be permitted to adjust his program on consultation with the dean of the lower division. Unauthorized changes are not allowed.

Neither the lower division professional nor the lower division liberal arts students may change their department affiliations or their courses of study without first filing a written notice of the contemplated change with the dean of the lower division. However, lower division liberal arts students may choose a major at the beginning of any semester, subject only to the approval of the dean of the lower division and an evaluation of their previous record in terms of the department chosen. This applies also to lower division transfers from other colleges or junior colleges.

THE CURRICULUM IN LOWER DIVISION

It is expected that the student will complete in lower division from sixty (60) to sixty-four (64) units of work. Approximately thirty-nine (39) of these units must be in certain fields designated by the State Board of Education. The remaining units will be in courses selected to meet the major and minor requirements of the student's preferred field of study, or such other selections as may be approved by the dean of the lower division. The state board requirements for degree courses are minimum requirements which must be met by every department of the college. Additional requirements are set up by the different departments as deemed necessary for adequate preprofessional training for the respective fields of teaching.

Whenever a student has done in high school more than the normal amount of work in any field, it may be credited in the college, not however reducing the number of units for graduation.

The lower division courses are distributed as follows:

A. Degree Requirements of the state board and of the local institution.**1. Social Sciences, 14 units.**

This requirement may be satisfied by History 4A-B (6 units) or Social Science 1A-B (6 units), and 8 units selected from the following courses:

History 3A-B, 6 units	Sociology 1A-B, 6 units
History 5A-B, 6 units	Economics 1A-B, 6 units
Geography 1A-B, 6 units	Political Science 1A-B, 6 units
Political Science 99, 2 units	

2. Natural Sciences, 14 units.

Six (6) units of chemistry, physics, physiology or zoology taken in high school may be allowed on the science requirement, but with no reduction of total units to be completed. When this substitution is made, six (6) units in general electives will replace the six (6) science units. Work taken in college in fulfillment of the natural science requirement must include at least two units of laboratory credit.

The lower division offerings from which selections may be made to meet the natural science requirements include:

Science 50,	Physiology, 3 units
Science 51A-B,	General Physiology, 6 units
Science 60A-B,	General Zoology, 10 units
Science 65,	Introductory Zoology, 3 units
Science 40A-B,	General Botany, 8 units
Science 1A-B,	Inorganic Chemistry, 6 units; or
Science 2A-B,	Inorganic Chemistry, 10 units
Science 5A-B,	Organic Chemistry, 6 units
Science 20A-B,	General Physics, 6 units

3. English, 6 units.

An examination in English composition must be taken by all entrants at their first registration. Admission to courses in the English department is postponed until students are able to pass this examination. For details, see English department, page 85.

English 18A-B, English Composition, fulfills the minimum English requirement of 6 units.

4. Psychology, 3 units.

Satisfied by Psychology I, General Psychology, taken in the sophomore year, either semester.

5. Physical Education, 2 units in lower division.

Satisfied for women by Physical Education 1, 2, and electives.

Satisfied for men by Physical Education 51A, B, C, and 52.

6. Freshman Problems, $\frac{1}{2}$ unit each semester of freshman year.

A year course in consideration of academic and personal adjustments to college life. A development of reasoned attitudes toward

the problems of collegiate experience, together with an approach into the fields of personal, physical, and mental health.

7. **Modern Language** is also offered in lower division, and is a requirement in certain departments. All students are strongly urged to elect modern language wherever possible.

B. Beginnings in Majors and Minors.

Besides the foregoing list of required subjects, there remain from 22 to 26 units in the lower division which may be applied to laying foundations toward major and minor fields in the upper division. If he chooses a major department, he should complete in lower division from 6 to 12 units toward his minors. The student will do well to consult his advisers before finally selecting his minor fields. (Both majors and minors are discussed in full under each department section of this bulletin.) These courses together with other beginnings in majors and minors must reach a grand total of lower division work of 60 to 64 units. The student will select additional courses either from the state requirements or from institutional offerings in the following fields:

Art	Mathematics
Education	Music
English	Physical Education
Foreign Language	Psychology
Home Economics	Philosophy
Industrial Arts	Natural Science
	Social Science

TYPICAL PROGRAM IN LOWER DIVISION

	Freshman Year	1st Semester	2nd Semester	Year
English -----	3	3		6
English Composition 18A-B.			.	
Social Science -----	3	3		6
History 2A-B. Contemporary Civilization, or Social Science 1A-B, Contemporary Society.				
Science -----	3 to 3	3 to 5		6 to 10
Biological—Physiology 50A-B, or 51A-B, or Botany 40A-B or Zoology 60A-B,				
Physical—Inorganic Chemistry 1A-B or 2A-B.				
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$		1
Freshman courses, 1 and electives or 51A, 51B.				
Freshman Problems -----	$\frac{1}{2}$	$\frac{1}{2}$		1
Electives and requirements toward majors and minors, Modern Language, Mathematics, Speech, etc. -----	4 to 6	4 to 6		8 to 12
	15	15		15
	Sophomore Year			
Social Science -----	3	3		6
Sociology 1A-B, or Economics 1A-B, or Political Science 1A-B, or Political Science, 99 -----	2	2		4
Science -----	3 to 5	3 to 5		6 to 10
Physical —Inorganic Chemistry 1A-B or 2A-B, or Organic Chemistry 5A-B, or Physics 20A-B,				
Biological—Botany, Zoology, Physiology.				
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$		1
Sophomore courses, 2 and electives or 51C and 52.				
Psychology -----	3	3		3
Psychology 1 (either semester).				
Education -----	3	3		3
Introductory course, 57 (either semester).				
Electives and requirements toward majors and minors, Modern Languages, Mathematics, Speech, etc. -----	4 to 6	4 to 6		8 to 12
	16 $\frac{1}{2}$	16 $\frac{1}{2}$		33

PRE-NURSING CURRICULUM

Many modern schools of nursing require a year of college work as prerequisite for entrance to the nursing training. The requirements in such a pre-nursing course vary rather widely among different schools of nursing. The candidate should be familiar with the requirements of the school in which she plans to take her practical training. This college has a tentative curriculum, which meets the needs of several of the nursing schools, and which may be readily adapted, under the direction of the adviser, to meet the needs of any specific training school.

The pre-nursing candidate is required to maintain a C average, while carrying the following program, or its equivalent:

Pre-Nursing Curriculum—One Year**First Semester**

	Units
English 18A—English Composition	3
Sociology 1A—Elements of Sociology, or	
Economics 1A—Principles of Economics.....	3
Science 51A—Physiology	3
Science 52—Anatomy	2 to 4
Science 1A—Inorganic Chemistry	3
Physical Education 1A-B—Freshman Activities.....	1
	15 to 17

Second Semester

English 18A—English Composition	3
Science 1B—Inorganic Chemistry	3
Science 50B—Physiology	3
Science 55—Bacteriology	4
Psychology 1—General Psychology	3
	16

If the pre-nursing candidate decides to stay on, or to return to work toward a degree, this program will count as one year's credit.

By recent agreement with the State Board of Education, this college will grant a year of college credit toward the completion of a bachelor's degree for the completion of a two year's nursing course in an accredited institution. Graduates of three year accredited institutions and others with advanced credit, will be evaluated individually by the credentials committee.

A combination of degree and nursing credential will, in general, require five years above the pre-nursing year.

UPPER DIVISION

Charles L. Jacobs, Dean

The upper division embraces the last two years of the college course. Students are reevaluated for admission to this division. Students in this division are classified as professional and liberal arts. The former includes the students who are preparing for teaching credentials. The basis of admission to the teacher-certificating departments includes scholarship, physical fitness, social and moral qualifications and professional promise. Each case is carefully reviewed, and acceptable students are duly notified before upper division work is started. Students should keep in mind the fact that not alone scholarship but also social ability and moral character are of primary importance. All upper division students are therefore urged to actively enter the social life of the college, to seek student offices for which they may by disposition be qualified, and in all affairs seek to achieve a reputation for living up to the social and moral code.

Choice of the major field. It is here in the upper division that the definite major work is begun. Those students who to the time of their entering the upper division have not yet determined upon a major field must now do so. The decision may be made to enter one of the curricula leading to teaching credentials in the fields of nursery, kindergarten-primary, elementary, junior high school, home economics, industrial education, art or physical education, or to affiliate with one of the noncredential curricula such as English or history. Those who elect to major in certain of the latter fields may secure a teaching credential by working a fifth year in some one of the several colleges in this state which are authorized to prepare and certificate senior high school teachers. The head of the department in which the student registers becomes the student's chief adviser. The student should go to this adviser for all program making and other curricular and professional problems.

It is highly desirable that the student make his choice of department major with great care. Personal preference, individual qualifications and future ambitions should be carefully weighed. It should be kept in mind that change of department after entering the upper division is likely to prove costly in both units and time.

Changing a major field. Should a student in upper division decide to change his major field, he should consult the dean of the upper division before seeing either the head of the department he is leaving, or the head of the department he desires to enter.

The dean of the upper division will confer with the proper department heads, and upon their agreement as to the desirability of the transfer, will approve the change. The credentials committee will then reevaluate the student's credits and assign proper standing in the new department.

Change from department to department may be made only at the close of a semester.

Unit requirements in upper division. Upper division work covers 60 to 64 units of required professional courses in education and the student's major field of teaching, and electives, provided that in liberal arts curricula, not more than six units in education may be required.

Not less than 40 units of the total requirements for upper division must be selected from upper division courses.

By a ruling of the State Department of Education, not more than 40 semester hours taken either in the field of education or in any special department may be counted toward fulfillment of the total number of semester hours required for graduation.

Upper division courses are numbered from 100 to 199. Lower division courses carry numbers below 100.

SCHOLARSHIP STANDARDS

MATRICULATION PROCEDURE

Beginning freshmen are accepted on a **tentative** basis during their first semester. At the end of the first semester, the credentials committee reviews the records of all freshmen students. Those who have made an average of C or better on a program of not less than 12 units of work are **matriculated in regular standing**.

Those freshman students who have not satisfied the C average requirement may be classified as **tentative continued, tentative probationary**, or may be **disqualified**, depending upon the degree of the deficiency.

Transfer students are matriculated as in **regular standing** if they present an average of C or better in all college work they have carried elsewhere. Transfer students with less than a C average are enrolled as **transfer provisional** or **transfer probationary**, depending upon the degree of the deficiency.

CLASSIFICATION OF STUDENTS

I. Classification according to scholastic standing.

Regular students are those who have matriculated.

Provisional students are those who enter without sufficient high school recommendations, and who have failed to matriculate because their total record is slightly below a C average. As long as a student is classified as provisional, he is not eligible to candidacy for a degree or credential.

Probationary students have serious scholarship deficiencies. See page 41.

II. Classification according to program load.

Full-time students are those who carry a program of 12 or more units.

Part-time students are those who carry less than 12 units of work.

Limited students are those who carry 5 units of work, or less. They do not pay a student body fee.

III. Classification according to objective.

Professional students are those in regular standing who indicate a preference for a specific major field of study leading to an academic degree and/or a teaching credential.

Liberal Arts students are those who are not preparing for a teacher's credential, but who may be working for the B.A. degree in some other or

more general field; they may or may not be planning for a later professional or specialized training.

Special students are those who are neither preparing to teach nor working toward a degree.

IV. Classification according to the level in the college curriculum.

Lower division includes the first two years of college work. Students who have completed 0 to 29 units of work are ranked as freshmen; those who have completed 30 to 59 units of work are ranked as sophomores.

Upper division includes the third and fourth years of college work. Students who have completed with a total average of C or better, 60 to 89 units of work are ranked as juniors; from 90 to 124 units as seniors.

SCHOLARSHIP STANDARDS

Scholarship After Entrance Is Rated on a Five-point Scale as Follows:

A—Superior, B—Good, C—Average, D—Poor, and F—Failure.

The Unit.

A semester unit is defined as a course requiring one full period of class work per week with two hours outside preparation, or if a laboratory subject, three full periods a week, taken for not less than eighteen weeks. In any laboratory course, three laboratory hours have the value of one lecture hour.

Grade Points.

The quality of a student's work is further expressed in grade points. An A gives three grade points per unit; a B gives two grade points per unit; a C gives one grade point per unit; a D has no grade point value, and one grade point is deducted for every unit which has the grade F. No student will be graduated whose total grade points do not equal his total units. For work marked "Incomplete," or "Withdrawn," the student receives neither units nor grade points. Completed work will be duly credited.

General Provisions Concerning Scholarship.

No person may progress from lower division to upper division until he has earned a C average in at least 60 units of work.

No person is admitted to work in supervised teaching whose total average in the institution is below a C (that is, whose total grade points are less than his total units). Any person already admitted to teaching whose total average shall fall below C is barred from teaching until the C average is reestablished.

No person shall be graduated who has not made an average grade of C.

All transcripts of record issued to students who have not attained a graduating average, and those issued to provisional students who have not achieved regular status bear the stamp *Provisional, Probational or Disqualified Standing*.

Warnings at midsemester. Warning notices are sent at midsemester to students reported to be doing unsatisfactory work at that time. (D's or F's.)

A student who at the middle of any semester has unsatisfactory grades in two or more subjects shall be interviewed by the deans.

Failure in any required course necessitates repetition of the course the first time it is given.

A student who fails in the first semester of a course may not continue the course until the failure is removed except upon special permission of the instructor. If such a student is permitted to continue a course the second semester and is reported as failing at midsemester, he is thereby automatically dropped from the course and receives a grade of F.

Incompletes. An incomplete grade is given only for work left unfinished at the end of any semester provided that the interruption is warranted and that the work completed thus far has been of passing grade.

Students receiving incompletes may take a second semester in the course before making up the incompletes *if the instructor approves*.

Incompletes not made up within a year automatically become failures.

Probation and Disqualification.

Work is considered satisfactory when a student maintains an average grade of C or better. When his work falls seriously below this C average, he may be placed on probation or disqualified for further attendance at college.

1. Probation.

- a. A freshman who has failed to matriculate at the end of his first semester of attendance and whose record is seriously below C average, may be allowed to continue with a program limited to not more than $12\frac{1}{2}$ units of work, if the credentials committee considers it advisable. In this case he is on *tentative probationary* status.
- b. A transfer student with a record seriously below a C average may be allowed to enter for one semester on *transfer probationary* status.
- c. Any student is placed on probation if at the end of any semester, the sum of units carried and grade points made do not equal 22; or
- d. If his cumulative deficit of grade points falls below the established schedule, which allows a progressively smaller number of deficiencies each semester.

Whenever a student is permitted to register for less than 12 units, proportional reduction in requirement is made.

2. Disqualification. A student may be and usually is disqualified by the faculty committee on scholastic standing under the following circumstances.

- a. If he is a freshman and fails to matriculate at the end of his second semester;

- b. If he is a transfer student who entered on probation, and fails to matriculate after one semester's trial;
- c. If he incurs a third successive probation;
- d. If his record falls below an average grade of D per unit of work undertaken in any single semester;
- e. If his cumulative deficit of grade points falls below the established schedule which allows a progressively smaller number of deficiencies each succeeding semester.

3. **Reinstatement**, after disqualification, is possible upon the completion of one semester of study elsewhere or other useful work acceptable to the deans. Reinstatement is established upon recommendation of the appropriate dean to the committee on scholastic standing.

Work taken in a recognized collegiate institution by lower division students during the period of disqualification may, if it is above average grade, be accepted upon the approval of the committee on scholastic standing. A transcript of record of such work signed by the registrar of the college attended should accompany the petition for readmission.

Upon reinstatement, a student is on probation, and may remain as long as he maintains an average of C or better in each semester of his probation. Failure to maintain this average will probably result in a second disqualification.

A student who has been disqualified a second time ordinarily is not permitted to petition for reinstatement.

PROGRAMS

An average program is 16 units per semester, but a maximum of $17\frac{1}{2}$ units may be carried without petition to the credentials committee, if the extra unit is in physical education. Those students who are physically below normal are advised to take a maximum program of not more than 14 units.

A student with a single failure may not take more than 15 units the following semester.

A student placed on probation is not permitted to enroll for more than 13 units of work in addition to required physical education activity.

The method of petitioning for excess units is as follows:

The student secures a blank petition from the registrar and fills it as indicated.

It is signed by the head of his department and by either the dean of men or the dean of women.

The student returns the petition to the registrar, who later reports to the student the action of the credentials committee in the case.

Approval of excess units will be given only to students whose scholarship average of 2.5 for the past semester indicates ability to carry the work. Petitions of this type must be filed on or before Friday of the third week in the semester.

Program changes. A semester program card must be filed at the time of registration. Any change after this may be made only by petition.

Withdrawals and Dropped Subjects. A student withdrawing from a class or from college for any reason should notify the deans and follow the usual withdrawal procedure.

A student may petition to change his program of study without penalty *during the first three weeks*. A withdrawal from class after the third week of the semester except for reasons beyond the student's control is interpreted as a failure in the course; but should he be allowed to drop *before the last three weeks of the semester* he will receive a W or F depending on whether he was doing passing or failing work at the time of withdrawal. Should it be necessary or advisable to drop any course *during the last three weeks of the semester* it may be marked Incomplete if of passing grade at the time of withdrawal. Otherwise it will be marked F.

A subject irregularly dropped automatically becomes a failure.

Eligibility for Office Holding and Student Activities. To be eligible to hold any student body office or to represent the college in any public performance, except where the performance is part of the regular class requirement:

1. At the time of his candidacy for office, a student must be carrying at least 12 units* of work, must be in good and regular standing, and must be passing in all his work. The mid-semester warnings shall be used to determine the scholastic standing of the various candidates.

2. He must have carried at least 12 units of work* and must have made a C average during the preceding semester in order to take office.

3. A student officer must carry at least 12* units and must maintain a passing grade in all his work during his term of office.

4. In athletics, to be eligible for varsity competition, a student must have at least sophomore standing, he must have passed in 12 units or better in the previous semester with an average grade of C, and at the time of the contest must be passing in not less than 12 units of work. This rule applies also to junior college transfers who seek eligibility for varsity competition.

Eligibility in all cases must also meet the standards of the athletic conference to which the college belongs.

Absence and Honorable Dismissal.

Should a student find it necessary to be absent, he should file a statement of reason in the office of the dean.

Application for brief leave of absence, to expire on a definite date, should be made to the deans. Indefinite leave of absence may be secured from the appropriate dean and notice filed with the registrar.

No excuses for absence will relieve the student from the necessity of completing all work of each course to the satisfaction of the instructor in charge.

Students who discontinue their work without formal leave of absence do so at the risk of having their registration privileges curtailed or entirely withdrawn.

* A student who is enrolled for Directed Teaching is not held for the 12 unit requirement.

Honorable dismissal will be granted to students in good standing who find it necessary to leave the institution before the close of any semester. It will be granted on petition to the credentials committee by securing the appropriate petition slip from the registrar.

Students disqualified by reason of scholarship deficiencies, students on probation, students under suspension, and students failing to pay fees are not regarded as students in good standing.

Examinations.

Examination requirements for any semester course shall consist of a minimum of four examinations, to be given within regular class hours, and distributed throughout the semester at the discretion of the instructor.

The last examination of the semester will be definitely scheduled by the institution during the final week of the semester.

A student who misses any announced examination is not entitled to a special or make-up examination except upon approval of the instructor of the class, and if there is a good and sufficient reason for missing the examination.

ART DEPARTMENT

Mr. Griffin Mrs. Croswell Mrs. Fish
Mr. Cheever Mrs. Doolittle Mr. Lawhorne

General Requirements for Graduation With a Major in Art.

Candidates for degrees with a major in art must fulfill all the State Board and general institutional requirements which are set forth on page 25.

Departmental Requirements.

Lower Division: Beginnings are made in lower division toward the department major. There is a definite sequence of preliminary art courses preparatory for the upper division professional work.

	Units
Art 1—Design and Color-----	2
Art 3—Applied Design, Toys -----	2
Art 5—Stage Design -----	2
Art 10—Elementary Freehand Drawing -----	2
Art 11—Watercolor Painting -----	2
Art 12—Lettering -----	1
Art 14—Poster -----	2
Art 19—Public School Art -----	2

Upper Division: Twenty-five units of upper division courses in art are required for the major.

Art 101—Advanced Design and Color-----	2
Art 102A—Weaving -----	2
Art 105—Costume Design -----	2
Art 106—Ceramics -----	3
Art 108—Leather Tooling and Bookbinding-----	2
Art 113—Modeling -----	2
Art 114—Interior Decoration -----	2
Art 115A—Figure Drawing from Life-----	2
Art 115B—Drawing and Painting from Life-----	2
Art 116—Pictorial Composition, Landscape, Oil-----	2
Art 118A-B—Art History and Appreciation -----	3
Art 121—Photography -----	1
Total required art units-----	40

Minor.

Each candidate for graduation with a major in art must complete two minors, or one minor and an additional major selected from the following fields:

English	Industrial Education
Home Economics	Music
Social Sciences	Physical Education
Science	Foreign Language

While the student may select for a second major any field he prefers, the junior high school major has proven desirable for art majors.

Art Electives.

To satisfy the varied demands in present day public education, art majors are advised when possible to elect art courses beyond those required for the degree and in excess of the 124 units needed for graduation.

The list of elective art courses to be offered at various times within the four-year period is as follows:

	Units
Art 2A—Basketry -----	1
Art 2B—Reedcraft -----	1
Art 13—Pencil Sketching and Composition-----	2
Art 15—Elementary Figure Drawing -----	2
Art 103—House Design -----	1 or 2
Art 104—Jewelry -----	2
Art 105B—Costume Design: Historic Costume-----	2
Art 105C—Stage Costume -----	2
Art 107—Applied Design: Batik -----	2
Art 109—Design of Costume Accessories -----	2
Art 110—Art Needlework -----	2
Art 111—Fashion Illustration -----	2
Art 112—Applied Design—Carving -----	2
Art 113B—Modeling -----	2
Art 119—Block Printing -----	2
Art 120—Figure Composition—Oil Painting -----	2

Credentials.

Special secondary credential in art. Students receiving the degree with a major in art also earn a teaching credential which permits them to teach art in the elementary, junior high or high school.

Junior high school credential may be obtained in addition to the special secondary, by completing twelve additional units in education during an additional semester or in summer sessions.

General elementary credential may be obtained in addition to the special secondary, by completing 18 additional units in the field of elementary education during additional semesters or summer sessions.

General secondary credential. In order to obtain a general secondary credential, in addition to the art credential, the student will have to work an additional year at an institution authorized to give this credential.

Supervisor's credential. In addition to the certification for teaching art in elementary and secondary schools, the requirements for a supervisor's credential in art may be met by the following courses:

	Units
Education 195B (Art)—Organization, Objectives and Supervision of Instruction in Art Education-----	3
Education 195A (Art)—Problems of Supervision in Art Education -----	3
Education 117—History of Education in the United States--	2
Education 170—Philosophy of Education -----	2
Education 136—Tests and Measurements-----	2
	12

See Education courses, page 75ff.

Students wishing an art major and another credential will, in general, find time is saved by first majoring in the art department.

Alternative Curricula within the Art Department.

The curriculum within the art department is so arranged that a student may work toward a degree and a credential entitling him to teach art in elementary and secondary schools; or he may vary the curriculum to prepare himself for teaching handicapped adults and children or for teaching recreational classes or costume design, or he may work toward a degree without a teaching credential. In any case, the student follows a "core" curriculum of academic and professional courses, differentiating in such art and allied courses as he may require for his specific objective.

Degree and teaching credential.

Students who desire to earn a baccalaureate degree with an art major and a teaching credential may select from the following arrangements of courses:

- For teachers of art in elementary and secondary schools.
- For teachers of handicapped adults and children.
- For teachers of recreational classes.

Degree without teaching credential.

Students who wish to earn a baccalaureate degree in art, without a teaching credential may select courses in the general field of art, or they may choose art courses specifically directed toward the field of costume design, or recreation, or work for the handicapped.

In the non-professional curriculum there are no education or directed teaching requirements.

On the following pages, the core curriculum in art is shown, together with the variations suggested for the different curricula.

SUGGESTED PROGRAMS FOR ART MAJORS**FRESHMAN YEAR****First Semester**

Core Curriculum, identical for all art majors:	Units
Science, Biological or Physical	3 or 4
English 18A—English Composition	3
History 4A—History of Western Civilization.....	3
Art 1—Design and Color.....	2
Electives	2 or 3
Physical Education 1 or 51A—Freshman Activities.....	$\frac{1}{2}$
Freshman Problems	$\frac{1}{2}$
	15 to 17

Second Semester

Core Curriculum, identical for all art majors:	
Science, Biological or Physical.....	3 or 4
English 18B—English Composition	3
History 4B—History of Western Civilization.....	3
Electives	1 to 3
Physical Education 51B—Freshman Activities; men. Elective for women	$\frac{1}{2}$
Freshman Problems	$\frac{1}{2}$
Art 10—Elementary Freehand Drawing	2
For public school art teachers:	
Art 19—Public School Art	2
For teachers of the handicapped:	
Art 2A—Basketry	2
Total units for the semester, all curricula.....	16 or 17

SOPHOMORE YEAR**First Semester**

Core Curriculum, identical for all art majors:	
Psychology 1—General Psychology.....	3
Political Science 99—American Institutions.....	2
Electives	4 to 6
Physical Education 51C—Sophomore Activities; men. Elective for women	$\frac{1}{2}$
For public school art teachers:	
Science 103—Science of Dyeing	2
Art 11—Water Color Painting	2
Art 12—Lettering	1

For teachers of the handicapped:	Units
Art 17—Elementary Crafts and Workshop Activities-----	2
Art 2B—Reedcraft -----	1
Art 113A—Modeling -----	2

For nonprofessional: costume design:	
Science 103—Science of Dyeing -----	2 or 3
Science 101A—Food and Textile Chemistry -----	2
Art 11—Water Color Painting-----	2
Art 12—Lettering -----	1
Home Economics 90—Textile Study -----	2
Electives -----	6

For other nonprofessional candidates:	
Science—Biological or physical-----	3
Art 11—Water Color Painting-----	2
Electives -----	8

Total units for the semester, all curricula-----16½ to 17½

Second Semester

Core Curriculum, identical for all art majors:	
Education 57—Introduction to Education-----	3
Physical Education 2B or 52—Sophomore Activities-----	½
Electives -----	6 to 10

For public school art teachers:	
Art 3—Applied Design, Toys -----	2
Art 5—Stage Design -----	2
Art 14—Poster -----	2

For teachers of the handicapped:	
Art 3—Applied Design, Toys -----	2
Art 5—Stage Design -----	2
Art 19B—Fundamentals of Creative Handwork-----	2

For nonprofessional: costume design:	
Art 15—Elementary Figure Drawing from Life-----	2
Art 105A—Elementary Costume Design -----	2
Home Economics 95—Clothing Construction -----	3
Electives -----	7

For other nonprofessional candidates:	
Art 115A—Figure Drawing from Life -----	2
Electives -----	10

Total units for the semester, all curricula-----15½ to 16½

JUNIOR YEAR

First Semester

Core Curriculum, identical for all art majors:	Units
Education 175—Educational Psychology_____	3
Art 101—Advanced Design and Color_____	2
Physical Education 160A—Junior Elective Activities_____	$\frac{1}{2}$
For all teaching majors:	
Education 190A (Art)—Teacher’s Course in Art, Elementary__	3
Art 106—Ceramics (Pottery)_____	3
Electives _____	3
Public school teachers are advised to choose Art 113A.	
Nonprofessional: costume design:	
Home Economics 101—Advanced Clothing Construction_____	3
Art 105B—Costume Design (Historic) _____	2 or 3
Art 115—Figure Drawing _____	2
Home Economics 94—Clothing Selection and Construction_____	3
Nonprofessional: other types:	
Art 113A—Modeling _____	2
Electives _____	8
Total units for the semester, all curricula_____	14 $\frac{1}{2}$ to 15 $\frac{1}{2}$

Second Semester

Core Curriculum, identical for all art majors:	
Physical Education 160B—Junior Elective Activities_____	$\frac{1}{2}$
Electives _____	3 to 13
For all teaching majors:	
Education 190B (Art)—Teacher’s Course in Art, Secondary____	3
Art 105—Costume Design _____	2
Public school teachers will take also:	
Art 114—Interior Decoration _____	2
Art 115A—Figure Drawing _____	2
Electives _____	7
Teachers of the handicapped will take instead of the group above, the following courses:	
Art 107—Applied Design, Textiles (Batik)_____	2
Art 117—Advanced Crafts and Industrial Design_____	2
Electives _____	7
Total units for the semester, all curricula_____	14 $\frac{1}{2}$ to 16 $\frac{1}{2}$

Nonprofessional: Costume design:	
Art 14—Poster _____	2
Art 105—Stage Costume _____	2
Art 109—Design of Costume Accessories_____	2
Electives _____	3

Nonprofessional: other types:	Units
Art 115B—Drawing and Painting from Life-----	2
Art 116A—Pictorial Composition, Landscape, Oil-----	2
Electives -----	12

SENIOR YEAR

First Semester

Core Curriculum for teaching majors:

Education 173—Secondary Education -----	2
Education 192A (Art)—Directed Teaching -----	2
Art 118A—Art History and Appreciation -----	1

For public school art teachers:

Art 108—Leather Tooling and Bookbinding-----	2
Art 115B—Figure Drawing from Life-----	2
Art 116—Pictorial Composition, Landscape, Oil-----	2
Electives -----	4

For teachers of the handicapped:

Art 102—Weaving -----	2
Art 112—Applied Design, Wood Carving -----	2
Electives -----	6

Nonprofessional: costume design:

Art 102—Weaving -----	2
Art 105—Modern Fashion Design-----	2
Art 115B—Drawing and Painting from Life-----	2
Art 118A—Art History and Appreciation -----	1
Electives -----	4

Nonprofessional: other types:

Education 175—Educational Psychology -----	3
Art 115C—Figure Drawing from Life-----	2
Art 116—Pictorial Composition, Landscape, Water Color-----	2
Art 118A—Art History and Appreciation-----	1
Electives -----	7

Total units for the semester, all curricula----- 15

Second Semester

Core Curriculum for teaching majors:

Education 192B (Art)—Directed Teaching -----	3
Art 118B—Art History and Appreciation -----	2

For public school art teachers:

Art 102—Weaving -----	1
Art 115C—Drawing and Painting from Life-----	2
Electives -----	6

For teachers of the handicapped:	Units
Art 104—Jewelry -----	2
Art 110—Art Needlework -----	2
Art 119—Block Printing -----	2
Electives -----	3
Nonprofessional: costume design:	
Art 107—Applied Design, Textiles (Batik) -----	2
Art 110—Art Needlework -----	2
Art 111—Fashion Illustration -----	2
Art 118B—Art History and Appreciation -----	2
Electives -----	3
Nonprofessional: other types:	
Art 115B—Figure Drawing from Life -----	2
Art 118B—Art History and Appreciation -----	2
Electives -----	10
Total units for the semester, all curricula -----	14 or 15

MINORS IN ART

The art department offers two minors—one a teaching minor, including some methods, and the other an academic minor intended for those students who desire technical art training only.

Students in the academic departments of the college, who do not receive a teaching credential with their degree, may substitute upper division art courses for those marked with an asterisk * in the minor as set up below.

	Units
Lower Division -----	6 or 13
Art 1—Design and Color -----	2
*Art 19—Public School Art -----	2
Art 10—Elementary Freehand Drawing -----	2
Art 11—Water Color -----	2
*Art 12—Lettering -----	1
*Art 3—Applied Design, Toys -----	2
*Art 14—Poster, or } -----	2
*Art 5—Stage Design }	
Upper Division -----	6 or 12
*Education 190A (Art)—Teachers' Course in Elementary Art---	3
Art 118A-B—Art History and Appreciation -----	3
Art 15—Figure Drawing from Life -----	2

DESCRIPTION OF ART COURSES

Unless otherwise designated, the art courses require a three hour laboratory period per week for each unit of work.

LOWER DIVISION COURSES**Art 1. Design and Color (2).****I**

The principles of art structure as developed in design and color are the foundation of all art work. Problems are given involving original studies in spacing, line, composition and color harmony, as applied to borders, surfaces and textiles.

Art 2A. Basketry (1).**II**

This course deals with the preparation of materials, including dyeing and staining. Instruction is given in making sewed and woven baskets from original designs. Raffia, reed, and native materials are used.

The handicraft arts of the American Indians, and other peoples, both ancient and modern, are studied. Collections of photographs or tracings are made and reports given.

Art 2B. Reedcraft (1).

A continuation of Art 2A, including the cane seating of chairs and stools, and the making of fireside baskets and other large furniture accessories of reed cane and native materials.

Art 3. Applied Design (Toys) (2).**II**

The principles of design and color applied in original patterns for toys, constructed with cardboard, beaver-board, and wood. Painted with poster and enamel paint.

Prerequisite: Art 1 and Art 10.

Art 5. Stage Design (2).**II**

Problems of color, costume, and lighting for the staging of plays, developed to scale in miniature, and, when possible, executed in full proportions.

Prerequisite: Art 1 and Art 10.

Art 6. Art Orientation (2).

The problems offered in the course are those specifically arranged to develop some knowledge and practice in the fundamentals of the art language. For elementary and kindergarten-primary majors only.

Art 10. Elementary Freehand Drawing (2).**II**

Lectures are given on freehand perspective, followed by practical application of the principles to the sketching of objects, interiors, exteriors, street scenes, and landscapes, in accented outline and light and shade. Pencil rendering.

Art 11. Water Color Painting (2).**I**

Still life composition in water color.

Prerequisite: Art 10.

Art 12. Lettering (1).**I**

Instruction in fundamental principles of lettering, using pencil, brush, and pen in their application to poster illumination, illustration, and commercial layout. Design the basis of fine lettering.

Art 13. Pencil Sketching and Composition (2).**I or II**

Outdoor sketching of landscape, trees, buildings. Pencil is the medium used.

Prerequisite: Art 10.

Art 14. Poster (2).**II**

The principles of advertising are studied and various types of designs are made with application to the commercial and theater poster in black and white and color.

Prerequisite: Art 1, 10 and 12.

Art 15. Elementary Figure Drawing from Life (1).**I or II**

Fundamental construction in drawing the human figure in action, definitely applied to elementary school problems.

Art 19A. Public School Art (2).**II**

The problems are arranged to apply definitely in the integration of art with life, and are for the purpose of developing in the minds of children a knowledge and appreciation of the principles of line, form, color and design. Each problem has a definite industrial application, and is suggested by the immediate environment. The materials selected are those which children may use successfully. Posters, furniture, fabrics, toys developed through paper and cardboard cutting, and other suitable materials; stick and linoleum block printing on paper or fabric, modeling animals, small figure compositions with plasticine and casting in plaster and cement; sewing, making booklets, covering boxes; brush drawing and finger painting.

Prerequisite: Art 1.

Art 19B. Fundamentals of Creative Handwork (2).**II**

A course for basic creative training arranged for students preparing to teach in the public schools, or to supervise recreational and playground activities, or for instruction for the handicapped.

Art 20. Art in Progressive Elementary and Junior High School Education (2).**SS**

A specially arranged laboratory and seminar course for teachers, based upon the general curriculum in progressive education. Suggestive courses of study; demonstration materials and presentation of art in the progressive program. Problems in pottery, weaving, construction, figure drawing and color will be featured.

UPPER DIVISION COURSES

Art 100. Art Appreciation (1).

I

A study of the use of the art language of line, form and color as developed in fine choices for daily need; costume, house furnishing, sculpture, painting, crafts. An informative course; not for art majors or minors. May be taken by either lower or upper division students.

Art 101. Advanced Design and Color (2).

I

The problems in this course are a continuation of the study of art structure and its relation to design and color, expressed in fabric, pottery, book covers and other similar applications.

Prerequisite: Art 1.

Art 102. Weaving (1 or 2).

I or II

This course takes up the principles and processes of weaving, reading drafts, threading and treadling. Students exercise personal choice in the selection of articles which they weave. Rugs, scarves, table runners, luncheon sets, towels, hand bags, cushion covers, baby blankets and yardage suggest some of the problems. Cotton, linen, wool and silk are the materials used. The study of pattern, color and texture is stressed.

Art 103. Housing and House Design (2).

I

Study of present day types of domestic architectures, including historic backgrounds and modern housing trends. Emphasis is placed on the correlation of family needs, practical interior arrangement and exterior style, harmonious with geographical and climatic conditions, relative costs of construction, styles and grouping of units. Laboratory work includes reading of blue prints, and rendering of scale drawings of original small house plans. Field trips to houses in process of construction, and to residences illustrating various architectural styles. Valuable reference materials are made available to the student.

Art 104. Jewelry (2).

II

Making of buckles, fobs, chains, necklaces, rings, setting of stones, polishing and finishing of metal, coloring by chemical methods.

Art 105A. Costume Design (2).

II

A lecture and laboratory course demonstrating the study of line, composition and color applied to costume as related to the human figure. Modern interpretation of styles for various occasions; original designs in pencil, ink and water color of modern, stage and festival costumes; historic costume of different nations interpreted in relation to period and country. Draping of mannikin and cutting patterns from original designs afford practical demonstrations.

Prerequisite: Art 1.

Art 105B. Costume Design (Historic) (2).

II

Continuation of Art 105A with special emphasis on study of historic costume.

Art 105C. Stage Costume (2).

II

Costume design for plays, pageants and festivals.

Art 106. Ceramics (Pottery) (3).**I**

A study is made of the composition of clays and glazes; hand building and decorating tiles and forms from original designs; casting and pouring and turning of forms; actual practice in using the kiln for biscuit and glaze firing.

Prerequisite: Art 1.

Art 107. Applied Design (Textiles) (2).**II**

Original designs are applied to textiles. Emphasis is given to design and color in batik, tie and dye, etc.

Prerequisite: Art 1 and Art 101.

Art 108. Leather Tooling and Bookbinding (2).**I or II**

Line and carved Spanish tooling is developed in original design applied to bags, purses, book covers and other similar problems of the student's choice. Staining and dyeing of leather is taught in this connection. Modern and antique styles of tooling are studied.

Instruction is given in the mending, sewing and binding of books. Commercial, library and art hand binding are included. Books are bound in art papers, book cloth, and tooled leather. The mending of school books is demonstrated.

Art 109. Design of Costume Accessories (2).**II**

Original designs for bags, hats, purses, scarves and neckwear in harmonious relation with costumes.

Art 110. Art Needlework (2).**II**

The construction and application of various stitches, affording a medium for reproducing designs on clothing, articles for interior decoration; millinery, and all problems to which needlework is applied.

Prerequisite: Art 1.

Art 111. Fashion Illustration (2).**II**

Creative fashions in current trends, rendered in various techniques for commercial purposes.

Art 112. Applied Design—Carving (2).**I**

Study of animal forms, figures and designs as applied to decoration in bas-relief and the round, developed in plaster and wood.

Art 113A. Modeling (2).**I**

Modeling from cast and life; casting.

Art 113B. Modeling (2).**II**

Modeling from life and interpretive figure composition.

Art 114. Interior Decoration and House Furnishings (2).**II**

This is a practical course, applying principles of design and color to definite problems of interior decoration and house furnishing. It includes lectures covering the treatment of walls and floors, the choice of furniture, rugs and small accessories, and a detailed study of period furniture. Projects and individual units of work are developed in the laboratory,

involving rendering of elevations and perspective in color, the handling of materials and furniture arrangement in both historic and modern styles. Latest foreign and domestic reference material is available, and visits are made to private homes.

Prerequisite: Art 1.

Art 114A. Interior Decorating (2). II

A practical laboratory course for those wishing to apply art principles in the construction and assembling of materials for decorating the home; cushions, draperies, slip covers and other items in house furnishing. The problems will be practical and suggested by the needs of the class members.

Art 115A. Figure Drawing from Life (1). I or II

Lectures on anatomical construction of the human figure, application, drawing from life, head and costumed model with charcoal, chalk.

Art 115B. Drawing and Painting from Life (2). I or II

From life, head and costumed figure, figure composition. Oil painting.

Prerequisite: Art 115A.

Art 116. Pictorial Composition—Landscape Painting—Oils (2). I or II

Painting in oil, landscape composition.

Prerequisite: Art 10, 11, 13.

Art 117A. General Crafts and Workshop Activities (2). II

Fundamental techniques in practical application of the space-arts in diversity of materials and construction. An introductory course for the more advanced crafts. Problems include paper, textile, clay and wood crafts, and elementary dyeing and weaving.

Art 117B. Advanced Crafts and Industrial Design (2). II

A continuation of Art 117A in advanced problems including modern synthetic products, and a study of problems relative to quantity production.

Art 118A-B. Art Appreciation and History (1-2). I-II

Illustrated lectures on the history of architecture, sculpture, and paintings. 1 lecture hour per unit.

Art 119. Block Printing (2). II

Linoleum and wood block printing of pictorial and figure composition. Mediums used are water color, oil and inks in black and color.

Art 120. Figure Composition—Oil Painting (2). II

Decorative compositions in various media, applied to beautifying wall spaces in the home and in public buildings.

Prerequisite: Art 115A and 116.

Art 121. Photography (2).

This course is a demonstration of the principles of photography as related to commercial art and everyday uses. It includes composition and

subject control, as well as chemical processes. Starting with the optics of photography, it carries through the processes to the finished print. The course will endeavor to give help to the amateur in obtaining the utmost from his equipment, as well as to the person who wishes to specialize in some special branch of photography.

Education 190A (Art). Teachers' Course in Elementary School Art (3).
3 lectures.

See education courses, page 78.

Education 190B (Art). Teachers' Course in Secondary School Art (3).
3 lectures.

See education courses, page 78.

Education 192A-B (Art). Directed Teaching (5). I or II

One hour conference and two hours practice per week for two semesters.

See education courses, page 80.

Education 195A (Art). Organization, Objectives and Supervision of Instruction in Art Education.

See education courses, page 81.

Education 195B (Art). Problems of Supervision in Art Education.

See education courses, page 81.

EDUCATION DEPARTMENT

Dr. Jacobs

Dr. Bishop	Miss Leonard	Miss Pond	Mrs. Price
Mr. Ericson	Mr. Eichelberger	Mr. Scalapino	

Offerings in the Education Department. This department offers curricula leading to:

- A. **Bachelor of Arts degree with a major in education**, and a credential to teach in the kindergarten, the primary or elementary or junior high school fields.
- B. **Bachelor of Education degree**, without teaching credential, for teachers of experience, and a two or three year normal or teachers college course.
- C. **Minor in education** for students who are not working for a teaching credential.
- D. **A credential in elementary administration or supervision** for teachers of some experience.

BACHELOR OF ARTS DEGREE WITH MAJOR IN EDUCATION

Before entering any of the fields covered by this degree, the student must obtain the approval of the head of the education department, who also acts as dean of the upper division.

Candidates for degrees with a major in education must fulfill all the requirements which are set forth on page 25.

Departmental Requirements.

Course requirements. By regulation of the State Board of Education, junior college courses in education may not be credited for teacher credential courses in state colleges.

The course in **Introduction to Education** is prerequisite to all other education courses and should be taken in the sophomore year. This should be followed by **educational psychology** in the junior year. The course in **general psychology** is prerequisite for both these courses.

Scholarship Requirements. The average of all grades received in education courses, including directed teaching, must not fall below C. This ruling is extended to include all courses taken in minor fields by education majors.

Directed Teaching Requirements. Before a student may register for directed teaching he must have maintained a C average in all his work. At the conclusion of any semester, should his average fall below C, he may not reregister for directed teaching until the C average is reestablished.

lished. No student may be graduated without a C average in directed teaching. When a teaching average falls below C, additional units beyond the 124 total will be imposed until the average teaching grade reaches the standard of C.

Directed teaching will ordinarily be assigned in Santa Barbara and vicinity, except in special cases where other arrangements may be desirable or necessary. The student may receive credit only for teaching done under the direction and with the approval of the head of the education department and his staff.

MAJOR FIELDS IN EDUCATION

MAJOR IN KINDERGARTEN-PRIMARY EDUCATION

This curriculum leads to a bachelor's degree and a credential entitling its holder to teach in the kindergarten and first three grades.

Special requirements within the field of kindergarten-primary education major.

- a. **A major in professional courses in education**, including adequate preparation in the statutory subjects.* No credit will be given for courses designed to remove deficiencies in preparation in the statutory subjects.
- b. **Two minors** in teaching subjects, one in music, and one selected preferably from among English, science, social science.
- c. **Ten units in directed teaching.**
- d. **Proficiency in the school subjects.** Before registering for directed teaching, the candidate must demonstrate proficiency in the following subjects:

Mathematics, penmanship and spelling—Proficiency to be demonstrated by passing standard examinations which will be given twice a year.

Nature study and vocal music—Will be satisfactorily demonstrated by completing the courses in the departmental curricula. The ability to sing in tune is essential.

Playing accompaniments to simple rhythms and melodies. Two units of piano, or the passing of a set piano examination is required of all kindergarten-primary majors.

- e. **A grade of at least C is required** in the courses in kindergarten and primary procedure.
- f. **Combinations of kindergarten-primary education major with elementary education major** may be made, but will require a longer time for completion. A student who desires to qualify for two credentials may do so by taking the equivalent of an additional semester.

* The statutory subjects are defined in School Code section 3.761 as follows:

"The course of study in the elementary schools of each city, county, and city and county, shall include instruction in the following prescribed branches in the several grades in which each may be required in the course of study adopted in pursuance of this Article, viz: (1) reading, (2) writing, (3) spelling, (4) language study, (5) arithmetic, (6) geography, (7) history of the United States and of California, (8) civics, including a study of the Constitution of the United States, (9) music, (10) art, (11) training for healthful living, (12) morals and manners."

For the elementary credential in addition to the kindergarten-primary:

Kindergarten-primary majors who desire an elementary school credential must take in addition to the kindergarten-primary departmental requirements the following courses:

	Units
Industrial Education 172—Manipulative Practices for the Integrated Program for Elementary Schools-----	2
Mathematics 10—Principles of Mathematics -----	3
Education 190 (Elem.)—Elementary Procedure-----	3
Music 190—Music Education -----	2
Physical Education 162B—Theory and Practice of Elementary School Activities -----	1
Education 192 Elem.—Directed Teaching -----	4
	15

KINDERGARTEN-PRIMARY AND NURSERY EDUCATION

A student who has majored in kindergarten-primary education may prepare herself for teaching in nursery school by taking an additional four units of teaching in the nursery school.

SUGGESTED PROGRAMS FOR MAJORS IN NURSERY AND
KINDERGARTEN-PRIMARY EDUCATION

FRESHMAN YEAR

	First Semester		Units	
	N.	K.P.		
History 4A—Introduction to History of Western Civilization -----	3	3		
or				
Social Science 1A—Contemporary Society-----	3	3		
Science 40A—Botany -----	4	4		
English 18A—English Composition -----	3	3		
Home Economics 10—Nutrition and Health-----	2	2		
Music 1—Principles of Music -----	2	2		
Music 30A—Piano -----	1	1		
Music 108A—Glee Club -----	1	1		
Physical Education 1—Freshman Activities-----	$\frac{1}{2}$	$\frac{1}{2}$		
Freshman Problems -----	$\frac{1}{2}$	$\frac{1}{2}$		
	17	17		

Second Semester

History 4B—Introduction to History of Western Civilization -----	3	3		
or				
Social Science 1B—Contemporary Society -----	3	3		
Science 65—Zoology -----	3	3		
or				
Science 70—Marine Biology -----	3	3		
English 18B—English Composition -----	3	3		
Education 57—Introduction to Study of Education-----	3	3		
Art 6—Art Orientation -----	2	2		
Music 30B—Piano -----	1	1		
Music 108B—Glee Club -----	1	1		
Physical Education—Elective Activities -----	$\frac{1}{2}$	$\frac{1}{2}$		
Freshman Problems -----	$\frac{1}{2}$	$\frac{1}{2}$		
	17	17		

SOPHOMORE YEAR

First Semester

Geography 1A—Fundamentals of Modern Geography-----	3	3		
Political Science 99—American Institutions-----	2	2		
Science 50A—Physiology -----	3	3		
English 82A—English Survey -----	3	3		
Music 3A—Harmony -----	3	3		
Music 5—Elementary Ear Training -----	2	2		
Music 6A—Voice -----	1	1		
Physical Education—Elective Activities-----	$\frac{1}{2}$	$\frac{1}{2}$		
	17 $\frac{1}{2}$	17 $\frac{1}{2}$		

Second Semester

	Units	
	N.	K.P.
Sociology 1—Elements of Sociology -----	3	3
Science 160—Nature Study -----	4	4
English 11—Fundamentals of Speech -----	3	3
Psychology 1—General Psychology -----	3	3
Music 3B—Harmony -----	3	3
Music 6B—Voice -----	1	1
Physical Education 2B—Sophomore Activities -----	$\frac{1}{2}$	$\frac{1}{2}$
	17 $\frac{1}{2}$	17 $\frac{1}{2}$

JUNIOR YEAR

First Semester

Education 163—Children's Literature -----	2	2
Education 175—Educational Psychology -----	3	3
Education 177—Growth and Development of the Child -----	2	2
Education 190N—Nursery Seminar -----	3	3
Education 190K—Kindergarten Procedure -----	3	3
Education 191NKP—Introduction to Teaching -----	2	2
Physical Education 163A—Rhythms -----	1	1
	16	16

Second Semester

Education 190P—Primary Procedure -----	3	3
Education 162—Nursery-Kindergarten-Primary Play Activities -----	3	3
Education 135—Educational Tests and Measurements -----	2	2
Industrial Education 170—Nursery-Kindergarten-Primary Crafts -----	4	4
Music 190—Nursery-Kindergarten-Primary Music -----	2	2
Music 113—Music for Plays, Festivals and Pageants -----	1	1
Physical Education 163B—Rhythms -----	1	1
	16	16

SENIOR YEAR

First Semester

Education 192NK—Directed Teaching -----	4	4
Industrial Education 173—Industrial Arts for Elementary Schools -----	2	2
Music 112—Music Appreciation for Kindergarten-Primary --	2	2
Electives for minor -----	5	5
	13	13

Second Semester

Education 192KP—Directed Teaching -----	4	6
Electives for minor -----	6	4
	10	10

MAJOR IN ELEMENTARY EDUCATION

This curriculum leads to a bachelor's degree and a credential entitling the holder to teach in grades one to eight, inclusive.

Special Requirements Within the Field of the Elementary Major.

- a. Each candidate must complete the major requirements, including adequate preparation in the statutory school subjects. No credit will be given for courses designed to remove deficiencies in preparation in the statutory subjects. See footnote, page 60.
- b. Eight units of directed teaching are required.
- c. **Minors.** Each candidate must complete two minors in teaching subjects. It is suggested that students do not choose both English and history as minors. Art, music, physical education or science would make a desirable second minor. It is strongly recommended that students do not choose a foreign language as a minor unless they are able to begin with the college intermediate course.
- d. **Proficiency in the school subjects.** Before registering for directed teaching, candidates must demonstrate proficiency in spelling and penmanship and in such other subjects as may be required. Opportunity is given through examinations twice each year, to demonstrate this proficiency. Candidates must also qualify in an oral English test.
- e. **A grade of at least C** is required in the courses in primary and elementary procedure.
- f. **Physical education.** All men enrolled in the elementary education department will be required to take Physical Education 162B—Theory and Practice of Elementary School Activities, in place of one-half unit of the physical education requirement for men. No student may receive an elementary credential without having had one-half unit of methods in teaching physical education.
- g. **Combinations** of the elementary education major with either the kindergarten-primary major or the junior high school major may be made, but will require a longer time for completion. A student who desires to qualify for two credentials may do so by taking the equivalent of an additional semester's work.

For the kindergarten-primary credential in addition to the elementary:

Elementary majors who desire a kindergarten-primary credential must take in addition to the elementary departmental requirements the following courses:

	Units
Children's Literature -----	2
Kindergarten Procedure—Fall, senior year-----	3
Kindergarten-Primary Play Activities—Spring, senior year-----	3
Kindergarten-Primary Music—Spring, senior year-----	2
Music, Plays, Festival, Pageant—Spring, senior year-----	1
Kindergarten Crafts -----	2
Kindergarten Teaching -----	4
	17

Ability to play the piano and sing in tune are prerequisite to courses required for the additional kindergarten-primary credential.

For the junior high school credential, in addition to the elementary:

Elementary majors who desire a junior high school credential must take in addition to the elementary departmental requirements the following courses:

	Units
Principles of Junior High School (Fall, senior year)-----	3
Junior High School Procedure (Spring, senior year)-----	3
Introduction to Teaching Junior High School (Spring, senior year)	2
Directed Teaching Junior High School (Additional semester)----	4
Education elective as advised by director-----	2
Educational and Vocational Guidance -----	3
	17

For elementary-junior high combination, see also page 69.

SUGGESTED PROGRAMS FOR MAJORS IN ELEMENTARY EDUCATION

FRESHMAN YEAR

First Semester

Social Science 1A—Contemporary Society or	Units
History 4A—Introduction to History of Western Civilization-----	3
Science 50A—Physiology -----	3
English 18A—English Composition -----	3
Mathematics 10—Principle of Mathematics, or electives-----	3
Home Economics 10—Nutrition and Health or electives for minor-	2
Physical Education 1 or 51A—Freshman Activities-----	$\frac{1}{2}$
Freshman Problems -----	$\frac{1}{2}$
Electives -----	2
	17

Second Semester

Social Science 1B—Contemporary Society or	
History 4B—Introduction to History of Western Civilization-----	3
Science 65—Zoology -----	3
English 18B—English Composition -----	3
Political Science 99—American Institutions -----	2
Home Economics 10—Nutrition and Health, or electives for minor	2
Electives -----	3
Physical Education 51B—Freshman Activities; men, women, elective activities -----	$\frac{1}{2}$
Freshman Problems -----	$\frac{1}{2}$
	17

SOPHOMORE YEAR

First Semester

Psychology 1—General Psychology -----	3
Geography 1A—Fundamentals of Modern Geography-----	3
Science 40A—Botany -----	4
English elective -----	3
Art 6—Art Orientation -----	2
Industrial Education 173—Industrial Art for Elementary Schools--	2
Physical Education, men, 52A—Sophomore Activities; women, elective activities -----	$\frac{1}{2}$
	17 $\frac{1}{2}$

Second Semester

	Units
Mathematics 10—Principles of Mathematics, or electives for minors_	3
English 40—World Literature, or English 82B—English Survey--	3
Science 160—Nature Study -----	4
Education 57—Introduction to Education -----	3
Physical Education 2B or 52B—Sophomore Activities-----	$\frac{1}{2}$
Electives for minor -----	1
History 185 or 186—History of California-----	3
	17 $\frac{1}{2}$

JUNIOR YEAR

First Semester

Education 175—Educational Psychology -----	3
Education 177—Growth of the Child-----	2
Education 190 (P)—Primary Procedure -----	3
Music 1—Principles of Music -----	2
Education 191 (Elem.)—Introduction to Teaching-----	1
Industrial Education 171—Manipulative Practices for the Integrated Program in Primary Grades -----	2
Physical Education 162A—Theory and Practice of Elementary School Activities -----	1
Electives for minors -----	3
	17

Second Semester

Education 190 (Elem.)—Elementary Procedure -----	3
Education 135—Education Tests and Measurements-----	2
Education 190 (Mus.)—Music Education -----	2
Education 181—Child Study -----	2
Education 191 (Elem.)—Introduction to Teaching-----	1
Industrial Education 172—Manipulative Practices for the Integrated Program in Elementary Grades -----	2
Physical Education 162B—Theory and Practice of Elementary School Activities -----	1
Electives for minor -----	4
	17

SENIOR YEAR

First Semester

Education 192 (Elem.)—Directed Teaching -----	4
General electives or electives for minors-----	7
	11

Second Semester

Education 192 (Elem.)—Directed Teaching -----	4
General electives or electives for minors-----	6
	10

MAJOR AND CREDENTIAL IN JUNIOR HIGH SCHOOL
EDUCATION

This curriculum leads to the bachelor's degree and a credential entitling the holder to teach in grades seven, eight and nine in any elementary, junior high school or four year high school.

Special provisions within the field of the junior high school major.

- 1. Each candidate must complete at least 26 units in professional courses in education, including not less than 8 units in directed teaching.
- 2. Candidates may qualify for the junior high school teaching credential in two ways:
 - a. By majoring in junior high school education and completing two minors in subjects listed below.

List A	List B
Art	English
Home Economics	Foreign Language
Industrial Education	Social Science
Physical Education	Mathematics
Music	Natural Science

If one minor is chosen from list A, the other must be chosen from list B. Both may be chosen from list B if the student desires. The student should present six to twelve units of lower division work and six to twelve units in upper division courses in each minor chosen.

See department requirements for details of required courses and prerequisites.

- b. By completing the requirements for a major in another department in this institution, and in addition completing a minor from lists A or B, and the following courses in education:

	Units
Introduction to Education -----	3
Educational Psychology -----	3
Principles of Junior High School Education-----	3
Junior High School Procedure -----	3
Educational Tests and Measurements, or Statistics-----	2
Introduction to Teaching in Junior High School-----	2
Directed Teaching in Junior High School-----	8
(A total of 8 units is required, not less than 4 of which must be in academic subjects for junior-high school.)	
Also two units chosen from the following:-----	2
Educational and Vocational Guidance	
Extracurricular activities	
Educational Sociology	
History of Education	
Philosophy of Education	
Total education units -----	26

Principles of Junior High School should be taken in the junior year, preferably after Educational Psychology, but may be taken concurrently.

Junior High School Procedure follows the course in Principles and may be taken concurrently with the succeeding course, Introduction to Teaching.

Directed Teaching is reserved for the senior year.

- c. Junior High School majors who desire an elementary credential must take in addition to the departmental major requirements the following courses:

	Units
Primary Procedure (Fall, senior year) -----	3
Elementary Procedure (Spring, senior year) -----	3
Principles of Music -----	2
Music Education -----	2
Art 6--Art Orientation -----	2
Manipulative Work for the Integrated Program, Elementary -----	2
Directed Teaching, Elementary -----	4
	18

Principles of Mathematics will be required of those students whose mathematical background is deficient.

SUGGESTED PROGRAMS FOR MAJORS IN JUNIOR HIGH SCHOOL EDUCATION

FRESHMAN YEAR

First Semester

	Units
History 4A—History of Western Civilization.....	3
Science 50A—Physiology	3
English 18A—English Composition	3
Electives	6
Physical Education 1 or 51A—Freshman Activities.....	$\frac{1}{2}$
Freshman Problems	$\frac{1}{2}$
	16

Second Semester

History 4B—History of Western Civilization.....	3
Science 50B—Physiology or other science	3
English 18B—English Composition	3
Electives	6
Physical Education—Men, 51B, Freshman Activities—Women, elec- tive activities	$\frac{1}{2}$
Freshman Problems	$\frac{1}{2}$
	16

SOPHOMORE YEAR

First Semester

Electives for minor	4
Physical Education, Men 52A—Sophomore Activities, Women, elective activities	$\frac{1}{2}$
Education 57—Introduction to Education	3
Science elective	3
English elective	3
Social Science elective	3
	16 $\frac{1}{2}$

Second Semester

Political Science 99—American Institutions.....	2
Physical Education 2B or 52B—Sophomore Activities.....	$\frac{1}{2}$
English elective	3
Social Science elective	3
Psychology 1—General Psychology	3
Science elective	5
	16 $\frac{1}{2}$

JUNIOR YEAR

First Semester

	Units
Education 175—Educational Psychology -----	3
Education 177—Growth of the Child-----	2
Education 136—Educational Tests and Measurements-----	2
Education 178—Educational Sociology-----	2
Education 174—Principles of Junior High School -----	3
Physical Education elective -----	$\frac{1}{2}$
Electives for minors -----	4
	16 $\frac{1}{2}$

Second Semester

Education 117—History of Education -----	2
Education 143—Vocational Guidance -----	3
Education 190 (J.H.)—Junior High School Procedure-----	3
Physical Education elective -----	$\frac{1}{2}$
Electives for minors-----	8
	16 $\frac{1}{2}$

SENIOR YEAR

First Semester

General electives or electives for minors-----	12
Education 191 (J.H.)—Introduction to Teaching-----	2
	14

Second Semester

Education 192 (Elem.) (J.H.)—Directed Teaching-----	8
General electives or electives for minors-----	4
	12

BACHELOR OF EDUCATION DEGREE

Particulars concerning the degree of bachelor of education will be found in the general section relating to degrees, pages 29, 30.

MINOR IN EDUCATION

For students who are not planning to work for a teaching credential there is offered a minor in education.

Those taking this minor must be registered for an additional minor and a major other than a teacher certificate course, or for two non-certificating majors.

The educational requirements of this minor are:

	Units
Introduction to Education -----	3
Educational Psychology -----	3
Growth and Development of the Child -----	2
History of Education -----	2
Education in the United States -----	2
Educational Sociology -----	2
Philosophy of Education -----	2
	16

CREDENTIALIALS

Credentials for public school service in California are issued by the Commission of Credentials of the State Board of Education upon recommendation of the several teacher training institutions. Each institution has been authorized by the State Board of Education to prepare and recommend students for certain specified credentials, for which the board has set up definite requirements.

Standards for admission to credential curricula.

The State Department of Education has set up standards for students seeking admission to the teacher credential curricula. These standards must be met at the close of the sophomore year, the beginning of the junior year, or whenever the student requests admission to a teacher training curriculum.

The factors on which the candidate must meet acceptable standards are:

Intelligence	Physical fitness
Scholarship	Personality
Type of program pursued	Many sided interest
Aptitude for teaching	

Types of credentials.

Credentials for public school service are of two main types, instructional and administrative. There are certain general requirements to be met by candidates for credentials, and additional specific requirements for each type of credential.

INSTRUCTIONAL OR TEACHING CREDENTIALIALS

General Requirements.

1. Completion of a four-year college course with a bachelor's degree, preceded by graduation from a four-year high school.

2. A recommendation from the college department of education or one of its divisions that the applicant shows promise of success as a teacher.
3. A certificate stating that the applicant is physically and mentally fit to engage in school service.
4. Certain minimum academic and professional work including:
 - a. State law requirement in American Constitution.

All candidates for teaching credentials are required to pass a course in principles and provisions of the Constitution of not less than two semester hours, taken in a California teacher-training institution. In this institution, this requirement is satisfied by Political Science 99.

Special Requirements.

Each type of credential has special requirements, the details of which may be found in Bulletin 12, State Board of Education, June, 1935. In this college, curricula have been set up leading to the several credentials for which we are authorized to recommend candidates.

Teaching credentials issued on recommendation of this college include:

Kindergarten-primary, entitling holder to teach in kindergarten and first three grades. See page 73.

Elementary, entitling holder to teach in grades one through eight. See page 73.

Junior high school, entitling holder to teach in grades seven, eight and nine in an elementary, junior high or four year high school.

Special secondary credentials, entitling the holder to teach in a specified field in a secondary school are earned through the special departments:

Art—See page 45.

Home Economics—See page 97.

Industrial Education—See page 106.

Physical Education—See page 136.

Combinations of credentials.

Each of these credentials may be earned in four years above high school. Combinations leading to two or more credentials may be made, but each additional credential will require at least one semester of work beyond the time required for a single credential. See pages 60-69.

SCHOOL EXECUTIVE CREDENTIALS

Persons who desire to secure administrative credentials authorizing service as elementary school or junior high school executives, should secure a copy of the State Department of Education Bulletin No. 12, June 15, 1935. *Regulations Governing Granting of Credentials and Certificates for Public School Service in California*, and carefully study the requirements given on pages 14 and 15.

Credential for Elementary School Principal or Supervisor.

The program for those desiring the Elementary School Principal and Supervisor Credential is so planned that the employed teacher may take all of the courses and do all of the work without a leave of absence or giving up any of the regular teaching. The theoretical courses and book work can be done in the summer sessions on the college campus. Two summers, or at the most three, will suffice for the residence requirement. The remainder of the work can be done out in the field while employed at teaching. Teachers wishing to be admitted to candidacy for his credential must send to the registrar for an administration course application blank.

Regulations of the State Board of Education:*

The administrative credential is required for the position of principal of a school of more than five teachers. It is also required for a supervisor devoting more than half-time to supervision of instruction.

An applicant may not receive this credential until he has completed at least two years of successful teaching.

No one may be registered for the administrative credential who is not in possession of a valid general elementary credential.

The applicant must complete at least eighteen semester hours of work beyond all requirements for the general elementary credential. Courses given in this school to meet this requirement are:

	Units
Education 195—School Administration and Supervision-----	3
Education 195 (Admin.)—Field Work in Administration and Supervision -----	4
Education 188—Curriculum Construction for Elementary Schools -----	2
Education 172A—Integrated Program Theory-----	2
Industrial Education 172—Manipulative Work for the Integrated Program -----	2
Education 178—Educational Sociology -----	2
Education 170—Philosophy of Education -----	3
	—
	18

If any of the above courses have been taken previously, other courses, preferably non-professional, background courses, must be taken to complete the minimum requirement of eighteen units. The courses may be pursued concurrently with, or subsequent to teaching experience.

* Adapted from Bulletin 12.

DESCRIPTION OF EDUCATION COURSES

Unless otherwise designated, the education courses have one lecture hour per unit.

LOWER DIVISION COURSES**Education 57. Introduction to the Study of Education (3). I or II**

This is a general introduction to the various fields of educational thought and practice. This course is required of all candidates for any form of California teachers' recommendation and should precede all other courses in education. Lectures, readings, reports, and discussions.

UPPER DIVISION COURSES**Education 117. History of Education in the United States (2). I**

A study and interpretation of American educational progress and current practice. It deals with the more important problems of present-day education in the light of their historical development. Readings, reports, discussions.

Education 120. New Procedure in Teaching Reading (2). SS

The object of this course is to review the recent developments in teaching reading which have resulted from several carefully conducted scientific experiments.

Education 135. Educational Tests and Measurements (2). II

An elementary course dealing with the administration, interpretation and use of educational tests and measurements with special reference to the lower grades. Demonstration and practice in administration are required.

Education 136. Educational Tests and Measurements (2). I

An elementary course dealing with the problems of administration and interpretation and use of educational tests and measurements with special reference to the upper grades and secondary schools.

Education 137. Educational Statistics (2). II

The application of the theory of statistics to measurements in the field of education. The collection and tabulation of data, the theory of averages, of variability, of correlation, and the use of the frequency curve. Graphic representation of statistical data.

Education 141. Vocational Education (2). II

This course is intended to orient the student in the history, present status, and modern problems of vocational education. Terminology is discussed, types of schools and varieties of courses are described, and the special place and function of each is presented. Emphasis is placed upon the California laws applying to vocational education and to state board regulations relating to those laws.

Education 143. Educational and Vocational Guidance (3). II

This course is designed to make the pupil acquainted with the aims and practices of pupil classification and the methods of vocational guidance.

The course presupposes some acquaintance with intelligence tests and educational measurements.

Education 159. Parent-Teacher Procedure (1).

I

A study of the principles and methods involved in the various types of parent education including child study groups, mothers' clubs and parent-teacher organizations. (Not offered in 1938-1939.)

Education 162. Nursery-Kindergarten-Primary Play Activities (3).

II

This course is given in correlation with Industrial Arts 170, *Nursery-Kindergarten-Primary Crafts*, and Music 113, *Music for Plays, Festivals and Pageants*. Emphasis will be placed upon the dramatic work in the nursery, kindergarten and primary grades, analyzing the various elements of dramatic play, including spontaneous dramatic activities of children.

Education 163. Children's Literature (2).

I

Development of fundamental principles underlying the choice of children's stories for nursery, kindergarten and primary grades, and practice in telling stories to a group; criticism of matter and method.

Education 164. Speech Activities (2).

SS

Their purpose and place in the progressive school. A study of speech materials correlating with the unit of work, including the integration of speech with other subjects in the elementary school curriculum. Devices and techniques for the testing of the speech of children in the regular class room. Choric speech and creative rhythemics as a speech activity correlated with the unit of work; demonstration with children; analysis of the teacher's voice and suggestions for improvement.

Lectures and demonstrations.

Education 170. Philosophy of Education (2).

II

An intensive study of philosophy of education in relation to life, aiming toward formulation of a working philosophy of education for life needs.

Education 171. The Principal and His School (3).

SS

The opportunities and responsibilities of a modern school principal. Means of securing improvement in instruction; classification and promotion of pupils; retardation; effective use of the school plant; program making; extracurricular activities.

Education 172. Integrated Program in the Upper Grades. (3).

SS

This course will set forth the important new practices and the better known experiments in education now being carried on. The object will be to evaluate these practices and experiments in terms of theory, practice, and results.

Education 173. Secondary Education (2).

I or II

A special study of the objectives, curriculum, and methods of the American secondary school in the light of its historical development and European background.

Education 174. Principles of Junior High School Education (3). I

Principles of education as applied to the junior high school problem. The place and function of the junior high school, the character of its pupils, its organization and course of study, and its relation to the elementary school and to the senior high school.

Prerequisite: Education 57 and Education 175.

Education 175. Educational Psychology (3). I or II

The principles of psychology in relation to the educative process. The original nature of man and his development with emphasis on individual differences due to environment and heredity and their influence upon the acquisition of knowledge, skills, attitudes, and appreciations. This course requires as prerequisite a knowledge of general psychology.

Education 176. Psychology of Elementary School Subjects (2). SS

A study of the laws of learning as applied to the teaching of various school subjects with special attention to the most recent experiments and latest findings.

Education 177. Growth and Development of the Child (2). I or II

The mental and physical growth and development of the school child in relation to school adjustment, with special emphasis on the physical basis of education, the general laws of growth, physical defects, the health of the school child, and preventive mental hygiene.

Education 178. Educational Sociology (2). II

The influence of the nature of our form of society and government upon the character of our schools. The school as an agency of meeting and effecting social changes.

Education 179. Curriculum Construction for Elementary Schools (2). SS

Deals with the construction of curricula. Treats of the basic principles from the psychological, sociological, and philosophical standpoints. Considers the facts of scope and sequence in curriculum making.

Education 180. Character Education (2).

A study of the various means employed to inculcate the habits of conduct deemed essential to effective living in a democratic society and an evaluation of the different methods used to foster moral living. (Not offered in 1938-1939.)

Education 181. Child Study (2). II.

This course considers the outstanding behavior problems of young children and the application of the principles of mental hygiene and psychology to their successful solution. Stress will be laid on the prevention of mental and emotional disorders. Various types of records will be studied. Observations and diagnosis of cases are required.

Education 183. Extracurricular Activities (2). I or II

A study of the activities and their administration, with special attention to student government, honor societies, literary societies and other club organizations commonly a part of the modern junior high schools.

Education 185. Rural Education (2).

A study of the present status of rural education with consideration of possibilities for enrichment of curriculum, organization of daily program, grouping and classifying pupils, individual instruction, health work, clubs and community service. Making of State and county reports and a discussion of duties as outlined in the California school code are included.

(Not offered in 1938-1939.)

Education 186. Principles and Methods in Adult Education (2 or 3).

A course dealing with the principles and philosophy underlying the adult education program. A study is made of teaching materials and instruction procedures in this field. The work gives credit toward the credential in adult education granted by the State Department of Education.

Education 187. Curriculum Construction in Adult Education.

An analysis of the purpose underlying the curriculum in adult classes and the procedures followed in its development. Emphasis is placed on the development of curriculum outlines in the various teaching fields in adult education. The course gives credit toward the credential in adult education granted by the State Department of Education.

Education 189. The Unit Plan of Instruction (3).**SS**

This course covers the basis of the unit of instruction, the steps in constructing a unit, the procedure in administering the work, and the methods of checking the learning outcomes.

Education 190. Teaching Procedure.

All 190 courses are method courses. In general they include a study of the procedures in use in teaching in the particular department of study, or at the particular level indicated in the title of the course. They include discussion of such topics as the making of courses of study, collection of illustrative materials, development of original problems, selection of subject matter, examination and testing methods, administrative problems, and the like.

Education 190A (Art). Teachers Course in Art for the Elementary School and Junior High School (3).**Education 190B (Art). Teachers Course in Art for the Secondary School (3).****Education 190 (Nurs.). Nursery Seminar (3).****I**

This course deals with nursery school procedure, with specific attention to diet, use of stimulating materials, apparatus and animal pets.

Education 190 (K.P.). Kindergarten Procedure (3).**I**

Correlated with supervised observation and participation in the kindergarten. Industrial Education 171 must parallel this course.

Education 190 (P.). Primary Procedure (3).**I**

Especial emphasis is placed upon the integrated program in the primary grades. Industrial Education 171 must parallel this course.

Three lecture hours with observation.

Education 190 (Elem.). Elementary Procedure (3). I and II

Especial emphasis on the integrated program in the elementary grades. Industrial Education 172 must parallel this course. Three lecture hours with observation.

Education 190 (J.H.). Junior High School Procedure (3). II

Prerequisite: Education 174.

Education 190 (H.E.). Teaching Procedure in Foods and Nutrition (2).

Methods of teaching home economics as applied to problems of food and cleaning.

Education 190 (H.E.). Teaching Procedure in Textiles and Clothing (2).

Methods of teaching home economics as applied in problems of clothing and house furnishings.

Education 190 (I.E.). Teaching Problems in Industrial Arts Education (3).

Deals with the special teaching problems confronting teachers of shop subjects.

Education 190 (Mus. El.). Music Education for the Elementary Teacher (2).

Education 190 (Mus. N.K.P.). Music Education for Teachers in Nursery Schools, Kindergartens and Primary Grades (2). II

Education 191. Introduction to Teaching.

All 191 courses are introductory to teaching in the particular field or at the particular level indicated in the title. In general, they include observation of classes, participation in class activities, conferences with supervisors and department heads on problems of teaching and classroom management, equipment and supplies, and the like as a direct preliminary to beginning student teaching.

Education 191 (Nurs.). Introduction to Teaching in Nursery Schools (1). I or II

One lecture, one hour observation.

Education 191 (K.P.). Introduction to Teaching in Kindergarten. II
Observations with discussions.

Education 191 (P.). Introduction to Teaching in Primary Grades (1). I

One hour lecture and observation.

Education 191 (Elem.). Introduction to Teaching in Elementary Grades (1). II

One lecture, one hour observation.

Education 191 (J.H.). Introduction to Teaching in Junior High School (2). I or II

Education 191 (I.E.) Content and Materials in Industrial Arts Education (2).

Survey of the field, and special problems in course content and planning industrial arts program at various levels. Includes also purchase and handling of equipment and supplies.

Education 192. Directed Teaching.

All 192 courses are concerned with directed teaching in the various fields and at the different levels indicated by the titles. They all include experience in classroom teaching carried on under supervision of experienced teachers and supervisors in each field and at each school level. These courses are planned to give the student opportunity to put into practice the principles of teaching and theories of education which have been previously presented and discussed in preliminary education courses. Practical work in the classroom is supplemented by conferences with supervisors, and by written lesson plans and assigned work. Teaching is carried on in public and private schools of the city and county.

Education 192A-B (Art). Directed Teaching in Art in Elementary and Secondary Schools (2) (3). I or II

Teaching of design, painting, modeling and art crafts.

One hour conference and two hours practice per week for two semesters.

Education 192 (Nurs.). Directed Teaching in the Nursery School (3). I or II

One conference and fifteen hours practice for each three units.

Prerequisite: Education 191 (Nurs.).

Education 192 (K.P.). Directed Teaching in Kindergarten (4) and Primary School (6) I or II

One conference and fifteen hours practice for five units.

Prerequisite: Education 190 and 191 (K.P.).

Education 192 (P.). Directed Teaching in Primary Grades (4). I or II

One conference and five hours practice for each two units.

Prerequisite: Education 190 (P.) and 191 (P.).

Education 192 (Elem.). Directed Teaching in Elementary Schools (4). I or II

One hour conference and five hours practice for each two units.

Prerequisite: Education 190 and 191 (Elem.).

Education 192 (J.H.). Directed Teaching in Junior High School (8). I or II

One hour conference and five hours practice for each two units.

Prerequisite: Education 190 and 191 (J.H.).

Education 192 (H.A.). Directed Teaching in Textiles and Clothing (2) and Directed Teaching in Foods and Nutrition (2). I or II

One hour conference and five hours practice for each two units.

Prerequisite: Education 191 (H.E.) and senior standing.

Education 192 (I.E.). Directed Teaching in Industrial Arts (8).

I or II

Carried on through two semesters in the public schools of the city and the county. The equivalent of one hour conference and six hours practice for each three units.

Prerequisite: Education 191 (I.E.).

Education 192 (P.E.). Directed Teaching in Physical Education (4-6).

I or II

Experience in elementary, junior high school and senior high school, in classes, on playgrounds, in sports and other recreation activities.

Education 195. Supervision of Teaching.

All 195 courses deal with supervision or administration of teaching, in the field or at the level designated in the title.

Education 195 (Adm.). Field Work in Administration and Supervision (4).

A course designed to give the candidate for the credential practical experience in making school schedules, contacting parents, handling problem cases, making up reports, supervising teachers' work, preparing orders for needed supplies and the like.

Education 195A (Art). Problems of Supervision in Art Education (3).

Methods and specific problems involved in the effective supervision of art education. Type projects in courses of study, teachers' schedules, evaluation of teachers' efficiency, and office organization will be the basis of this course.

Education 195B (Art). Organization, Objectives, and Supervision of Instruction in Art Education (3).

In this course particular attention will be given to the function of the art supervisor in elementary education and the relationship to the principal and teachers in such a system. General principles affecting classroom teaching of art, teachers' meetings and personal conferences with teachers will be discussed.

Education 195 (Elem.). School Administration and Supervision (3).

SS

The object of this course is to distinguish between the functions of administration and supervision, and to lay down principles necessary for the efficient conduct of a school. Selection and rating of teachers, curriculum making, etc.

Education 195 (J.H.S.). The Administration of a Junior High School (3).

SS

The special purpose in this course is to review the development of the junior high school, study the existing forms of organization, give information as to its special functions, and to advise as to curricula and courses of study, methods of teaching, grouping, assigning courses, and administration and scheduling of classes.

Education 195A (I.E.). Organization, Objectives, and Supervision of Instruction in Industrial Education (3).

The course covers the general principles of supervision, and the duties and functions of the supervisors. Special consideration is given to the objectives in supervision in industrial education, and to the place of the supervisor and his relationship to the teaching force, the students, the administration, and the school system as a whole.

Education 195B (I.E.). Problems of Supervision in Industrial Education (3).

In this course are studied the methods of the supervisor and the specific problems involved in effective supervision in the field of industrial and vocational education. Type projects in supervision of instruction, courses of study, teachers' schedules, keeping of records, evaluation of teaching efficiency, etc., constitute a part of the work.

ENGLISH DEPARTMENT

Mr. Ashworth

Mrs. Bennett

Mrs. Berger

Mrs. Davis

Mr. Hile

Mr. Jones

Dr. Maxwell

General Requirements for Graduation with a Major in English.

Candidates for degrees with a major in English must fulfill all the state board and general institutional requirements which are set forth on page 25.

Specific Departmental Requirements and Recommendations.

1. English requirements.	Units
Maximum units which may be taken in English	40
Lower division English courses	12-18

This must include English Composition 18A-B (6 units) and English Literature 82 (3 units) and English 83—World Literature (3 units).

Electives may be chosen from other English courses numbered below 100.

	Units
Upper division English courses	21-27

Not more than 30 units of upper division English will be counted toward the B.A. degree.

Courses required for the major in English:

	Units
English 18A-B—English Composition	6
English 82—History of English Literature	3
English 83—World Literature	3
English 117—Chaucer, or English 157—Middle English	3
English 121—Shakespeare	3
English 123—History of the English Novel	3
English 140—Comparative Literature	3
English 142—Introduction to Criticism	3
English 147—Milton	3
English 198—Comprehensive Review	0
English electives, upper and lower divisions	9
	39

2. Foreign Language	15
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These units must be in not more than two languages. Each year of high school work in a foreign language may if of superior grade, be counted in satisfaction of 3 units of this requirement.

3. Additional year course.

At least six units may be taken from one of the following groups :

a. Foreign language additional to 2.

This may be satisfied in whole or in part in the high school, provided the language be Latin.

b. Mathematics : trigonometry, spherical trigonometry, plane analytic geometry, college algebra, introduction to calculus. This may be satisfied in part in high school.

c. Philosophy.

4. Courses in Education.

At least 6 units of professional courses in education should be completed by English majors, including Education 57, Introduction to Education, and Education 175, Educational Psychology.

Candidates for a teaching credential in addition to a B.A. degree in English should consult the head of the department concerned for requirements in Education.

5. Units required in upper division.

A student must complete sixty (60) units after he is admitted to upper division.

At least forty (40) units of the work done by students in the upper division must be made up of upper division subjects.

6. Senior transfers to the college.

Students with senior standing at the time of admission, who transfer to the college from other institutions, must complete at least 18 units in upper division courses, including at least 12 units in English, but no student may be graduated from the college with less than 30 units of work completed in residence.

7. Minor.

The minors should be selected under advice from the head of the English department. Courses chosen to make up the minors must be approved by the head of the minor department. Suggested minors may be found in the department sections of this bulletin.

All transfer students offering courses for a minor shall be approved by the department in which the student expects to take the minor.

8. After the state and department requirements have been met, the remaining units may be selected from approved academic courses, after consultation with the head of the English department.**9. Scholarship within the department.**

The student must have an average grade of C in all courses offered as a part of the major. Students who fail in the lower division to attain an average of C in the English department may, at the option of the department, be denied the privilege of a major in the department.

10. Special students.

A special student who wishes to enroll in any English course may do so, provided that he is not less than 18 years of age ; that he has

filed satisfactory written evidence with the registrar that he is fit to pursue the work desired; that the head of the English department under whom he plans the greater part of his work gives his written approval.

Should a special student desire to change his status to that of a regular or provisional student he must meet all the requirements demanded of such students carrying work in English before he shall receive credit for any work done by him as a special student.

English A Requirement.

1. All undergraduate entrants must, at the time of their first registration at the college, take an examination known and designated as the *Examination in English A*. The purpose of this test is to determine the ability of such entrants to write English without gross errors in diction, grammar, punctuation, sentence structure and spelling.

2. The examination in English A will be given at the opening of each semester on the date indicated in the college calendar. For either of these examinations, a fee of 50 cents will be charged. Papers submitted in the tests will be graded as "passed" or "failed." No papers submitted by students will be returned to them. Any student who is not present at the examination in English A which he is required to take will be denied entrance to English courses until this examination has been passed.

Students entering the college during the spring semester may be admitted to an English course with the proviso that no grade will be recorded until after the English A examination has been passed.

3. Students who do not pass the examination in English A will be required to take, immediately following such failure, a course of instruction known as *English X* which gives no credit toward graduation. The course in *English X* will be given during the fall semester, two hours a week.

4. Whenever, in the judgment of the department, a student shows sufficient excellence in his work, the instructor is authorized to give him a final passing grade in *English X*, and permit him to withdraw from attending the class.

5. Any student who has received a grade of 60 per cent in the College Board Entrance Examination in English 1 will receive credit for *English A*.

6. A student who enters the college with thirty (30) or more units of advanced standing, and who has passed an examination similar to the examination in *English A* at the institution from which he comes, or who has completed a course in English composition at that institution with a grade of C or better, will be considered to have met the *English A* requirement.

Comprehensive Final Examination.

During the senior year, the English department requires a final examination of all undergraduates majoring in English. This examination is a part of the course English 198, Comprehensive Review, and shall appear on the student's program card for his semester's work. This examination, however, does not carry unit value.

DEGREE COURSE FOR ENGLISH MAJORS

LOWER DIVISION

	Units
Freshman Problems -----	1
Physical Education, prescribed lower division courses-----	2
Social Science—History -----	14
History 1a-b, 6; or Social Science 1a-b, 6; or/and Political Science 99 -----	3
Electives from the following -----	6
Economics	Geography
History	Political Science
Sociology	
Natural Science chosen from the following fields to aggregate-----	14
Physics	Chemistry
Zoology	Botany
Biology	Physiology

Not more than six units, representing two full year high school courses, may be met in high school, if of superior grade. If six units are so met, the student must elect eight units of lower division college science.

Foreign Language -----	15
Choose from French or Spanish.	

Two years of high school work in one foreign language may if of superior grade, be counted in satisfaction of six units of this requirement. Units thus deducted from this requirement must be added to the lower division elective requirement.

Psychology 1—General Psychology -----	3
English -----	12 to 18
English 18a-b -----	6
English 82, 83 -----	6

Electives to complete the requirement of 60 to 64 units of lower division work may include work toward a teaching minor. The total of electives will vary according to the amount of science and foreign language completed in high school.

Total lower division units, with at least C average-----	64
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LIBERAL ARTS DEGREE COURSE

UPPER DIVISION WITHOUT TEACHING CREDENTIAL

At least forty (40) units of upper division work must be in courses numbered over 100.

	Units
Education electives -----	3
Physical Education. Upper Division electives-----	1
English required courses -----	18
English 121—Shakespeare	
140—Comparative Literature	
142—Criticism	
147—Milton	
117 or 153—Chaucer or Middle English	
123—History of the Novel	
198—English Comprehensive (no unit credit)	
English electives -----	9
General electives -----	29
Total -----	60

MINOR IN ENGLISH

Lower Division electives -----9 to 12

English 18a.-b. is prerequisite to all lower division electives, and is not counted in the 9 to 12 elective units, which may be selected from:

English 11a.-b.—Fundamentals of Speech.

27 or 28—Journalism.

32—Techniques of Public Discussion and Debate.

44a.-b.—Play Production.

81—American Literature.

82 and 83—English Literature and World Literature.

English 82 and 83 are strongly recommended for students minoring in English. Attention is called to the fact that these courses are prerequisites for most upper division English courses. A student majoring in a special department may find it advantageous to elect from other lower division English courses. However, he will be limited in his upper division minor courses to those not having as a prerequisite English 82.

	Units
Upper division electives-----	6 or 9
Selected from courses numbered above 100.	
Total minor -----	18

DESCRIPTION OF ENGLISH COURSES

Unless otherwise designated, courses in the English Department have one lecture hour per unit.

Webster's Collegiate Dictionary and Roget's Thesaurus of English Words and Phrases are recommended for courses in the English department.

English X (noncredit).

English X is the course prescribed for students who have received unsatisfactory grades in the English A examination at entrance.

LOWER DIVISION COURSES

English 11A. Fundamentals of Speech (3) I and II

Emphasis on individual needs in personality adjustment to speech situations. Analysis of and drill in the development of the *subjective* factors of speech: poise, spontaneity and correct speech attitudes. Presentation of scientific facts underlying speech. Involves various testings and laboratory procedures, vocal recording, artists' speech library, etc.

English 11B. Fundamentals of Speech (3) I and II

Continuation of English 11A, or may be taken separately. Major emphasis on the acquisition and development of the *objective* speech skills: vocal quality and variety, physical bearing and gestures, phonetics, articulation, enunciation and pronunciation, oral grammar, diction and content. Continuation of laboratory procedures, motion pictures and vocal recording.

English 16. Oral Interpretation of Poetry (3) II

A course in the understanding and appreciation of poetry, emphasizing principally skill in the oral reading of it.

English 18A-B. Freshman English (3-3). I and II

A study of the mechanics of composition; constant practice in theme writing; an attempt to develop good taste and an adequate expression in English; assigned reading; personal conferences.

Second-year English presupposes a satisfactory grade in English 18A-B; otherwise, the permission of the department must be secured before enrollment in other English classes.

English 26. The American Newspaper (3). I

A study of the American newspaper as a modern institution, with consideration of influences and restrictions which have shaped the daily newspaper. This is not a writing course.

English 27. Newswriting (3). I

A course in the principles of newspaper work with directed writing for college and town papers.

English 28. Feature Writing (3). II

Practice in writing interview stories, human interest stories and magazine articles. Consideration of the correct preparation of manuscripts, the contest field, and the writing market.

English 31. Business and Professional Speaking (3). I

The preparation and delivery of original, extemporaneous and spontaneous speeches, and speeches on assigned topics. Rhetorical principles involved in speech construction, factors of audience analysis, techniques of persuasion and study in adjustments and adaptation of materials and delivery to specific audiences. Laboratory procedures and "Speaker's Bureau" activities. Participation in the annual extemporaneous speaking contest and in speeches delivered to clubs and societies in the community and to other classes in the college.

English 38. Advanced Composition (3). II

For students who have a satisfactory grade in freshman English and who desire further development in writing. The student must submit at least five original articles, essays, or stories, each of approximately 3000 words, during the semester. Considerable reading will be expected in the student's chosen field, with occasional oral reports.

English 40. Radio Broadcasting Technique (3). II

Mechanics of radio broadcasting presentation. Actual broadcasting work in both spontaneous and formal speech and interpretive situations. Arrangement with local station KTMS permits use of the facilities of a most modern and up-to-date radio station for drill, rehearsal and broadcasting.

English 41. Techniques of Acting (3). II

Study of the various aesthetic, psychological, physiological and practical backgrounds and aspects of acting and characterization. Comparison and critical evaluation of the various "schools" of acting. Drill on the various vocal and pantomimic skills involved in the expression of emotion in the theatre.

English 44A and/or B. Play Production (3) (3). I and II

The techniques of the various aspects of play production. Survey of the principles of directing, makeup, scene-craft, lighting and management. Involves some participation in the presentation of two major student plays each semester and various one-act *Workshop* plays, original and standard. Major student plays are sponsored by *The Players Club*, local honorary dramatic fraternity for men and women. This group plans eventual national affiliation. The season of 1937-38 saw the successful presentation of Gross and Carpenters' *Whistling in the Dark*, Hughes' *Hell Bent fer Heaven*, Shakespeare's *Macbeth* and Milne's *Michael and Mary*.

English 46. Educational Dramatics (3). I

Analysis of the factors in the maturation and growth of the child which are especially susceptible to the learning situations found in creative and formal dramatics, verse-choir and pantomime. Study of certain behavior problems and their related dramatic therapy. Brief review of the standards for children's literature and devices for reducing the influence of various dramatic performances on children. (Not offered in 1938-1939.)

English 81. American Literature (3).**I**

A survey course in American letters with emphasis upon the nineteenth and twentieth century writers. Includes a study of the social and philosophical influences upon literature.

English 82. English Literature (3).**I**

A historical survey of the classics of English literature, with special attention to the rise and evolution of typical literary forms, and of their relation to political, economic, and cultural backgrounds.

English 83. World Literature (3).**II**

An introduction to standard literature other than English. Readings in continental literature in translation; emphasis upon universal aspects of human nature as represented in foreign literature.

UPPER DIVISION COURSES**English 117. Chaucer (3).****I**

The poems of Chaucer, with special attention to *The Canterbury Tales*, and the *Troilus and Criseyde*; important contemporary writers. Alternates with English 157. (Not offered in 1938-1939.)

Prerequisite: English 82.

English 119. Modern Drama (3).**I**

A study of typical plays by Ibsen, followed by a survey of a number of outstanding English, American and Continental dramatists. (Not offered in 1938-1939.)

English 120. Current Drama (3).**II**

Inheritance from the previous generations of dramatists; experimentation versus orthodox drama; playwrights, actors, publishers, and producers; who sets the standards; the psychology of the audience; the present dramatic outlook in Europe and America.

English 121. Shakespeare (3).**I**

Rapid reading of at least 15 of the most important plays, chosen in chronological order from the Shakespearean canon. Lectures, discussions, weekly reports, and special assignments. This course is required of all English majors.

Prerequisite: English 82.

English 122. Shakespeare (3).**II**

Intensive study of the most important Shakespearean plays. This course is primarily for English majors.

Prerequisite: English 121.

English 123. The History of the English Novel (3).**I**

A general reading course comprising a preliminary survey of the development of the novel in Europe, followed by a study of its growth in England, broadly stated between the time of Sir Thomas More's *Utopia* and of Samuel Butler's *The Way of All Flesh*. (Alternates with English 124.)

English 124. The Modern Novel (3). II

The reading of representative novels beginning with the third quarter of the 19th century to the present; from George Meredith's *The Ordeal of Richard Feverel* to John Dos Passos' *Manhattan Transfer*.

English 127. Advanced News Writing (3). (Honors course) II

An honors course for upper division students seeking additional experience in journalistic training. Enrollment in this course is limited to students who have proved their ability to write for publication.

English 128. Essay Writing (3). I

Practice in wording articles, criticism and informal essays with consideration of standard types.

English 129. Appreciation of Poetry (3). II

An attempt to evaluate the form and substance of poetry. Much reading toward establishing a critical and appreciative point of view. The relation of poetry and life.

English 130. Contemporary Verse (3). II

Consideration of twentieth century experiments in verse, with emphasis upon living English and American poets.

English 136. Speech Clinic (3). (Honors course) I, II

Student clinicians assist in the administration of the various laboratory devices and procedures mentioned in English 11A-B. Clinicians render individual assistance to students with minor speech problems involving coaching and advice on the preparation of projects. A limited number of cases are accepted from the student body, to whom assistance is rendered under close supervision.

English 138. Techniques of Public Discussion and Debate (3). I

Methods of directing group thinking in the forum, lecture, dialogue, panel and debate speech situations. Participation in intramural debate tournament and try-out for intercollegiate team; also speech bureau as described under English 31. (Not offered in 1938-1939.)

English 140. Comparative Literature (3). I

Critical and literary problems in comparative study; individual, sectional, national and international viewpoints in the treatment of universal themes and ideas. The unity of world literature.

English 142. Introduction to Criticism (3). II

A study of the characteristics of literature and of the fundamental principles of good criticism. Consideration of the progress of critical theory; old and new schools and their representative exponents. Considerable practice in writing criticism of current literature.

English 143. The Interrelations of Literature and Philosophy (3). II

The share which ideas have in letters, and the contiguity of philosophical and speculative ideals in modern literature, particularly in English and American fiction and poetry.

Prerequisite: English 82.

English 147. Milton (3).

II

Milton as a writer of prose and poetry with special reference to *Paradise Lost* and the significance of puritanism.

Prerequisite: English 82.

English 148. Eighteenth Century Literature (3).

I

A period course from 1700 to 1798, centering about the influence of Pope and of Johnson, with particular attention to the conflict between neoclassicism and romanticism.

Prerequisite: English 82.

English 155. The Elizabethan Period (Nondramatic) (3).

II

A survey of the principal authors of the period between 1558 and 1603, including Spenser, Sidney, Bacon, Johnson and a selected group of dramatists. (Not offered in 1938-1939.)

Prerequisite: English 82.

English 156. Elizabethan Literature (Dramatic) (3).

II

A study of some of the more typical plays of the Tudor-Stuart period.

Prerequisite: English 82.

English 157. Middle English (3).

I

A survey of Middle English literature based upon readings from representative selections. (Alternates with English 117.)

Prerequisite: English 82.

English 160. Bible as Literature (3).

II

Representative parts of the Old and New Testaments studied as literature.

English 163. Current Problems in Contemporary Literature (3).

I

A survey of contemporary literature as it reveals the social, ethical and aesthetic attitudes of today. The reading in this course will be based upon novels, plays, essays and poems. (Not offered in 1938-1939.)

English 164. Contemporary Continental Literature (3).

II

Contemporary continental writers who have influenced English and American thought; Flaubert, Zola, Proust, Romain, Hauptmann, Mann, Fogazzaro, and others whose works are obtainable in translation.

English 170. The Comic Spirit in Literature (3).

I

An analysis of the nature of the comic spirit and its expression in literature; an inquiry into the philosophy of laughter as an essential human development.

English 172. Speech Pathology (3).

II

Study of the elementary neuro-muscular and psychological bases of speech. Nature, causes and remedial procedures for correcting vocal, articulatory and neuro-physical speech disorders. Limited numbers of speech defect cases are rendered assistance.

English 175. Drama Seminar (3).**I**

Composite course dealing especially with pantomime, dialects and the history of the theater. Work in shadowgraph, and all the more common dialects, and traditional stage business and theatrical lore.

English 185. The English Romantic Movement (3).**I**

Devoted to reading the works of the major and minor figures of the period, stressing the prose and poetry beginning with 1789 and continuing to 1850.

English 180. Nineteenth Century Poetry (3).**II**

The philosophic theories, expressed and implied, in the great writers of the last century; their attitude toward mysticism, free will, mechanism, materialism, fate, idealism, etc.

English 195. Research (3).**II**

A seminar course meeting regularly for intensive training in research methods, followed by assignment of subjects for independent study. Students will present a one hour oral report on their findings and will submit a final term paper in writing.

English 198. Comprehensive Review. Credits to be arranged.**I**

This course is intended only for juniors and seniors who are candidates for the A.B. degree. It consists of examinations, oral and written, as the department may determine. No student will be recommended for graduation who has not worked seriously in this class.

FOREIGN LANGUAGES

Miss Ramelli

Dr. Peirce

Unless otherwise specified, Foreign Language courses have one recitation-lecture hour per unit of credit.

FRENCH

LOWER DIVISION COURSES

French 1A. Elementary French (5).

Essentials of grammar, composition, reading and conversation.

French 1B. Elementary French (5).

Continuation of 1A.

Prerequisite: French 1A or two years of high school French. One year of high school French with grade of A or B may be accepted.

French 2A. Intermediate French (3).

Advanced grammar, composition. Reading of French prose and discussion in French.

Prerequisite: Course 1B or three years of high school French. Two years of high school French with grades of A or B may be accepted.

French 2B. Intermediate French (3).

Continuation of course 2A.

Prerequisite: French 2A.

French 40A-B. Directed Reading (2-2).

Prerequisite: French 2B or four years of high school French.

UPPER DIVISION COURSES

French 101A-B. Conversation and Composition (2-2).

French 112A-B. The Nineteenth Century (2-2).

Reading and discussion in the foreign language of Nineteenth century French drama, novel, and poetry.

French 140A-B. Directed Reading (2-2).

SPANISH

LOWER DIVISION COURSES

Spanish 1A. Elementary Spanish (5).

Essentials of grammar, composition, reading and conversation.

Spanish 1B. Elementary Spanish (5).

Continuation of Spanish 1A.

Prerequisite: Spanish 1A or two years of high school Spanish. One year of high school Spanish with grade of A or B may be accepted.

Spanish 2A. Intermediate Spanish (3).

Advanced grammar, composition. Reading of Spanish prose and discussion in Spanish.

Prerequisite: Spanish 1B or three years of high school Spanish. Two years of high school Spanish with grades of A or B may be accepted.

Spanish 2B. Intermediate Spanish (3).

Continuation of course 2A.

Prerequisite: Spanish 2A.

Spanish 50A-B. Directed Reading (2-2).

Prerequisite: Spanish 2B or four years of high school Spanish.

UPPER DIVISION COURSES

Spanish 102A-B. Conversation and Composition (2-2).

Spanish 110A-B. The Nineteenth Century (2-2).

Reading and discussion in the foreign language of nineteenth century. Spanish novel, drama, and poetry.

Spanish 115A-B. Masterpieces (2-2).

Spanish 150A-B. Directed Reading (2-2).

MINORS IN FOREIGN LANGUAGE

The Foreign Language department has not as yet a major curriculum. It does, however, offer minors in French and Spanish, with the completion of 10 units of upper division work. Outlines for the complete course for a minor follow:

FRENCH

Four years of high school work (5 hours per week) in French or college courses as follows:

Lower Division—	Units
French 1A-B—Elementary French	10
French 2A-B—Intermediate French	6

It is suggested that the student take in addition at least one semester of lower division directed reading.

French 40A or 40B—Directed Reading	2
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Upper Division—

A minimum of 10 units selected from the following courses:

French 101A-B—Conversation and Composition	4
French 112A-B—The Nineteenth Century	4
French 140A-B—Directed Reading	4

SPANISH

Four years of high school work (5 hours per week) in Spanish, or college courses as follows:

Lower Division—

Spanish 1A-B—Elementary Spanish	10
Spanish 2A-B—Intermediate Spanish	6

It is suggested the student take in addition at least one semester of lower division directed reading.

Spanish 50A or 50B—Directed Reading	2
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Upper Division—

A minimum of 10 units selected from the following courses:

Spanish 102A-B—Conversation and Composition	4
Spanish 110A-B—The Nineteenth Century	4
Spanish 115A-B—Masterpieces	4
Spanish 150A-B—Directed Reading	4

HOME ECONOMICS DEPARTMENT

Miss Krueger

Miss Bradley

Miss Frye

Miss Clark

The Department of Home Economics in its curriculum offerings plans to meet the needs of five classes of students:

1. Those who desire a general knowledge of the subject matter of home economics as part of a liberal education.

2. Those who desire to prepare for a professional career other than teaching.

3. Those who wish to teach home economics in secondary schools.

4. Those who, pursuing other majors in the college, wish to elect one or two single courses, or a minor in home economics as part of their general education for a well-rounded life.

REQUIREMENTS FOR MAJORS AND MINORS

Each candidate for the B.A. degree with a major in Home Economics must fulfill all of the requirements set by the state board and by the college, as stated on page 25.

Major Requirements.

Of the 124 units required for graduation, not less than 24 nor more than 40 may be in strictly home economics subjects. Transfers from other institutions are required to complete at least 20 units in home economics in this institution.

Placement Tests. Students who have had previous courses in home economics elsewhere are urged to take placement tests. Those who make sufficiently high scores will be permitted to substitute electives for a part of the required elementary courses in home economics.

Minor Requirements.

Each candidate for graduation with a major in home economics must also complete two minors. The requirements for a minor are not less than 12 nor more than 22 units in a given subject or field, 6 to 12 of which should be in the lower division and 6 to 10 in the same subject or field in the upper division.

SUGGESTED FOUR-YEAR CURRICULA FOR THE B.A. DEGREE IN HOME ECONOMICS—I. NONPROFESSIONAL MAJOR

A course planned for students who wish a general cultural education with training in the principles of homemaking. *Not a teaching major.*

FRESHMAN YEAR

First Semester	Units
Social Science 1A—Contemporary Society -----	3
Political Science 99—American Institutions -----	2
English 18A—English Composition -----	3
Science 1A—Inorganic Chemistry -----	3
Art 1—Design and Color -----	2
Home Economics 90—Textile Study -----	2
Freshman Problems -----	$\frac{1}{2}$
Physical Education 1—Freshman activities -----	$\frac{1}{2}$
	16

Second Semester

Social Science 1B—Contemporary Society -----	3
English 18B—English Composition -----	3
Science 1B—Inorganic Chemistry -----	3
Home Economics 1—Food Study -----	3
Home Economics 4—Care of Household Equipment -----	2
Freshman Problems -----	$\frac{1}{2}$
Physical Education—Elective activities -----	$\frac{1}{2}$
	15

SOPHOMORE YEAR

First Semester

Foreign Language (2d Year) -----	3
Science 50A—Physiology -----	3
Sociology 1A—Elements of Sociology -----	3
Home Economics 2—Advanced Food Study -----	3
Home Economics 6—Home Problems -----	2
Physical Education—Elective sophomore activities -----	$\frac{1}{2}$
Electives -----	2
	16 $\frac{1}{2}$

Second Semester

Foreign Language (2d year) -----	3
Economics 1A—Elements of Economics -----	3
Psychology 1—General Psychology -----	3
Home Economics 93—Dress Design and Selection -----	2
Home Economics 95—Clothing Construction -----	3
Physical Education 2B—Sophomore activities -----	$\frac{1}{2}$
Electives -----	2
	16 $\frac{1}{2}$

JUNIOR YEAR

First Semester

Units

Art 103—Housing -----	2
Home Economics 101—Advanced Clothing Construction-----	3
Home Economics 10—Nutrition and Health of the Family-----	2
Physical Education 160A—Junior elective activities-----	$\frac{1}{2}$
Electives -----	8
	15 $\frac{1}{2}$

Second Semester

Education 177—Growth of the Child -----	2
Art 114—Interior Decoration -----	2
Science 155—Bacteriology -----	3
English upper division elective -----	3
Physical Education 160B—Junior elective activities-----	$\frac{1}{2}$
Electives -----	5
	15 $\frac{1}{2}$

SENIOR YEAR

First Semester

Home Economics 106—Child Care and Nutrition -----	2
Home Economics 107—Economic Problems of the Household-----	2
Home Economics 130—Home Management Practice-----	2
Electives -----	8
	14

Second Semester

Sociology 120—The Family and Its Relationships -----	2
Home Economics 111—Clothing Economics -----	2
Home Economics 108—Consumer Education -----	2
Electives -----	9
	15

II. PROFESSIONAL MAJOR

A course planned to prepare students for teaching in home economics, for the post of hospital dietitian, or for commercial work in allied fields. Upon completion of this major the student is granted in addition to the B.A. degree, the state credential for teaching home economics subjects.

FRESHMAN YEAR

First Semester	Units
Social Science 1A—Contemporary Society -----	3
Political Science 99—American Institutions -----	2
English 18A—English Composition -----	3
Science 1A—Inorganic Chemistry -----	3
Art 1—Design and Color -----	2
Home Economics 90—Textile Study -----	2
Freshman Problems -----	$\frac{1}{2}$
Physical Education 1—Freshman activities -----	$\frac{1}{2}$
	16

Second Semester

Social Science 1B—Contemporary Society -----	3
English 18B—English Composition -----	3
Science 1B—Inorganic Chemistry -----	3
Home Economics 1—Food Study -----	3
Science 180—Personal and Community Hygiene -----	1
Freshman Problems -----	$\frac{1}{2}$
Physical Education—Elective freshman activities -----	$\frac{1}{2}$
Home Economics 4—Care of Household Equipment -----	2
	16

SOPHOMORE YEAR**First Semester**

Education 57—Introduction to Education -----	3
Sociology 1A—Elements of Sociology -----	3
Science 5A—Organic Chemistry -----	3
Science 50A—Physiology -----	3
Home Economics 2—Advanced Food Study -----	3
Home Economics 6—Home Problems -----	2
Physical Education—Elective sophomore activities -----	$\frac{1}{2}$
	17 $\frac{1}{2}$

Second Semester

Economics 1A—Principles of Economics -----	3
Psychology 1—General Psychology -----	3
Science 100—Physiological Chemistry -----	3
Home Economics 93—Dress Design and Selection -----	2
Home Economics 95—Clothing Construction -----	3
Physical Education 2B—Sophomore activities -----	$\frac{1}{2}$
Electives -----	2
	16 $\frac{1}{2}$

JUNIOR YEAR

First Semester

	Units
Education 175—Educational Psychology -----	3
Education 191—Introduction to Teaching -----	2
Education 190—Teaching Procedure (Clothing) -----	2
Art 103—Housing -----	2
Home Economics 101—Advanced Clothing Construction -----	3
Home Economics 103A—Nutrition and Dietetics -----	3
Electives -----	2
Physical Education 160A—Junior elective activities -----	$\frac{1}{2}$
	17 $\frac{1}{2}$

Second Semester

Education 177—Growth of the Child -----	2
Education 190—Teaching Procedure (Foods) -----	2
Science 55—Bacteriology -----	3
Art 114—Interior Decoration -----	2
English—upper division elective -----	3
Home Economics 103B—Nutrition in Disease -----	3
Electives -----	2
Physical Education 160B—Junior elective activities -----	$\frac{1}{2}$
	17 $\frac{1}{2}$

SENIOR YEAR

First Semester

Education 173—Secondary Education -----	2
Education 192—Directed Teaching -----	2
Home Economics 106—Child Care and Nutrition -----	2
Home Economics 107—Economic Problems of the Household -----	2
Home Economics 130—Home Management Practice -----	2
Electives -----	2
	12

Second Semester

Sociology 120—The Family and Its Relationships -----	2
Education 192—Directed Teaching -----	2
Home Economics 111—Clothing Economics -----	2
Home Economics 108—Consumer Education -----	2
Electives -----	3
	11

Hospital Dietetics

Students wishing to train as hospital dietitians are required by the American Dietetics Association to include certain specified subjects in their undergraduate course of study and to take, after graduation, a course of eight to twelve months in a hospital approved by the association.

The subjects required in addition to those now included in the above professional major are as follows:

	Units
Home Economics 134, Organization and Administration of Institutions	2
Home Economics 135, Institution Buying -----	2
Home Economics 138, Quantity Cookery -----	2

Students wishing to train as hospital dietitians but who are not interested in securing a teaching credential may substitute the above subjects for courses required in the professional major as follows:

Home Economics 134, Organization and Administration of Institutions, 2 units, substituted for Home Economics 111, Clothing Economics, 2 units.

Home Economics 135, Institution Buying, 2 units, for Education 190, (Clothing), 2 units.

Home Economics 138, Quantity Cookery, 2 units, for Education 192, (Clothing), 2 units.

Home Economics Courses Open to Students Classified in Other Divisions

Certain courses in foods and nutrition, textiles and clothing, child care, consumer economics, are offered by the Home Economics Department to students majoring in other fields, as follows:

Course	Units	Prerequisites
Home Economics 1—Food Preparation-----	3	Science 1A
Home Economics 2—Advanced Food Preparation---	3	H.Ec.1, Sci. 1B
Home Economics 10—Nutrition and Health of Family -----	2	None
Home Economics 90—Textile Study -----	2	None
Home Economics 93—Dress Design and Selection---	2	Art 1
Home Economics 94—Clothing Selection and Construction -----	3	None
Home Economics 111—Clothing Economics -----	2	Senior standing
Home Economics 4—Care of Household Equipment--	2	None
Home Economics 6—Home Problems-----	2	None
Home Economics 107—Economic Problems of the Household -----	2	Econ. 1A Senior standing
Home Economics 108—Consumer Education-----	2	Econ. 1A Senior standing

MINORS IN HOME ECONOMICS FOR STUDENTS OF OTHER DEPARTMENTS

A minor in home economics is not less than 12 nor more than 22 units in home economic subjects. Students not classified in the department of Home Economics may elect from the following:

1. Food and Nutrition

Lower Division	Units	Prerequisites
Home Economics 1—Introduction to Food Study_	3	Science 1A
Home Economics 2—Advanced Food study_____	3	Sci. 1B, H.Ec.1
	6	
Upper Division		
Home Economics 10—Nutrition and Health of the Family _____	2	
Home Economics 138—Quantity Cookery_____	2	Home Ec. 2
Home Economics 6—Home Problems _____	2	
Education 190—Home Economics Teaching Procedure _____	2	
Education 192—Home Economics Directed Teaching _____	2	
	8 or 10	

2. Textiles and Clothing

Lower Division		
Home Economics 93—Dress Design and Selection	2	Art 1
Home Economics 90—Textile Study _____	2	
Home Economics 95—Clothing Construction_____	3	H.Ec.90 and 93
	7	
Upper Division		
Home Economics 101—Clothing Construction----	3	H.Ec. 95
Home Economics 111—Clothing Economics-----	2	Senior standing
Home Economics Elective in Clothing-----	2	
Education 190—Home Economics Teaching Methods _____	2	
Education 192—Directed Teaching-----	2	
	11	

3. Family Administration

Lower Division		
Home Economics 4 and 6—Equipment: Home Problems _____	4	
Home Economics 1—Food Study-----	3	Science 1A
Home Economics 90—Textile Study-----	2	
	9	

Upper Division	Units	Prerequisites
Home Economics 10—Nutrition and Health of Family -----	2	
Education 177—Growth of the Child-----	2	
Home Economics 106—Child Care and Nutrition_	2	
Home Economics 107—Household Economic Problems -----	2	Economics 1A
Home Economics 108—Consumer Education-----	2	
Sociology 120—Family Relationships -----	2	Sociology 1A
	12	

DESCRIPTION OF COURSES IN HOME ECONOMICS**FOOD AND NUTRITION****Home Economics 1. Food Study (3).****II**

A study of the composition, selection, and preparation of food; factors of cookery; analysis of recipes and standard products. This course enables the student to develop an appreciation of the details and manipulation required to produce products of the highest standard. One lecture; two three-hour laboratory periods.

Prerequisite: Science 1A.

Home Economics 2. Advanced Food Study (3).**I**

Methods and apparatus used in preparation and preservation of foods; study of pure food laws, economic problems of marketing, labor costs in relation to ready prepared vs. home prepared foods. Preparing and serving various types of meals, a continuation of Home Economics 1. One lecture; two three-hour laboratory periods.

Prerequisites: Science 1B and Home Economics 1.

Home Economics 10. Nutrition and Health of the Family (2). I or II

The fundamental principles of human nutrition as applied to the promotion and maintenance of health and efficiency in adults and children; digestion, excretion, and elementary metabolism.

No prerequisites. Not open to students majoring in home economics. Two lecture periods.

Home Economics 103A. Nutrition and Dietetics (3).**I**

A study of the principles of normal human nutrition as modified by age, sex, occupation; calculation and preparation of meals to meet body needs of individuals and groups. Two lectures; one three-hour laboratory period.

Prerequisites: Home Economics 2; Science 5A, 50A and 100.

Home Economics 103B. Nutrition in Disease (3).**II**

Abnormal nutrition with dietary treatment of such diseases as diabetes, nephritis, gastro-intestinal disorders, etc. Case problems. A survey of research work being done. A critical analysis of articles and radio programs in the field of nutrition. Two lectures; one three-hour laboratory period.

Prerequisite: Home Economics 103A.

Home Economics 106. Child Care and Nutrition (2).**I**

Lectures, discussions and field work dealing with the nutritional needs of children of all ages; formation of desired food habits; methods of judging good and poor nutrition of children; causes, effects, and prevention of malnutrition. Two lecture periods.

Prerequisite: Home Economics 103A.

Home Economics 134. Organization and Administration of Institutions (2).**I**

A study of the organization and administration of food service in various types of institutions. Emphasis on methods of administration, personnel management, purchasing of food and supplies, records and accounts, selection and arrangement of equipment. One lecture; one three-hour laboratory.

Home Economics 135. Institution Buying (2).**II**

Institutional marketing with emphasis upon production and distribution of food commodities, marketing costs, factors influencing prices, marketing of special foods such as eggs, fruits, meats, and vegetables. One lecture; one three-hour laboratory.

Home Economics 138. Quantity Cookery (2).**I or II**

Application of the principles of cookery to large quantity preparation of food in the college cafeteria, standardization of formulae, calculation of costs, care and operation of equipment. Menu planning for the institution. Two three-hour laboratory periods.

Education 191. Introduction to Teaching Home Economics (2).**I or II**

Observation of classes in the public schools, participation in class activities, conferences with supervisors as a direct preliminary to beginning student teaching.

Prerequisites: Home Economics 103A; Education 57, 175, 177.

Education 190. Home Economics Teaching Procedure—Foods and Nutrition (2).**II**

A study of the basic principles of curriculum construction applied to the organization of foods and nutrition courses in secondary schools; selection of illustrative materials; different lengths of class periods, typical teaching technique, and other administrative problems. Two lecture periods.

Prerequisites: Home Economics 103A and B; Education 57, 175, 177, 191.

Education 192(H.E.). Directed Teaching—Foods and Nutrition (2).**I or II**

Teaching of foods and nutrition in secondary schools. Individual conference with the supervising teacher. One conference and five teaching hours per week for one-half semester.

Prerequisites: Education 191 (H.E.) and senior standing.

HOME ADMINISTRATION**Home Economics 4. Care of Household Equipment (2).****II**

A study of large and small household equipment, its selection, placing, performance and care; cleaning of woods, metals, and fabrics used in the home; efficiency and comparative cost of different cleansing agents. One lecture; one three-hour laboratory period per week.

Prerequisites: High School Physics and Chemistry.

Home Economics 6. Home Problems (2).**I**

A study of (a) forms of table service as applied to different types of meals, homes and occasions; selection and use of china and silver; social procedures; (b) hygiene and home nursing. One lecture and one three-hour laboratory period per week. No prerequisites.

Home Economics 107. Economic Problems of the Household (2).**I**

A study of the economic problems of the modern family. Scales and standards of living; the family income, its national distribution, source, adequacy, regularity, and apportionment; problems of household production and consumption as related to family welfare. Two lecture periods.

Prerequisites: Economics 1A and senior standing.

Home Economics 108. Consumer Education (2).**II**

Discussion, conferences and reports concerning economic problems of the home. Buying problems confronting purchasers for the family. A critical analysis of the different types of retail marketing agencies serving the home. Methods of improving consumer-buying. Two lecture periods.

Prerequisites: Economics 1A; senior standing.

Home Economics 130. Home Management Practice (2).**I or II**

Six weeks residence in the college Practice House with actual experience in such phases of homemaking, as food preparation and serving, house-keeping, household finance, hospitality and group relationships. Six laboratory hours a week.

Prerequisites: Home Economics 6, 103B, 107.

TEXTILES AND CLOTHING**Home Economics 90. Textile Study (2).****I**

Study of textile fibers and the fabrics made from them; historical background, production and manufacture. Art and economic consideration in selection and purchase of materials for clothing and household furnishings. Two lecture periods. No prerequisite.

Home Economics 93. Dress Design and Selection (2).**II**

Study of the individual figure and personal coloring; influence of line, proportion, color, texture and pattern on dress. Physiological and psychological factors in the selection of children's clothing. Wardrobe needs of the college girl. One lecture; one three-hour laboratory period.

Prerequisite: Art 1.

Home Economics 94. Clothing Selection and Construction (3).**I**

A course planned to meet the needs of students from other divisions of the college, who desire a general knowledge of the selection and construction of garments. Commercial patterns used as a basis for simple modeling. One lecture; two three-hour laboratory periods.

No prerequisites: Not open to students majoring in home economics.

Home Economics 95. Clothing Construction (3).**II**

A study of the techniques of construction suitable for cotton, silk and wool fabrics and the interpretation and adaptation of commercial patterns.

Sewing machines, care and use. Planning and making a dress, using renovated textile materials. Designing and making garments of washable materials. One lecture; two three-hour laboratory periods.

Prerequisites: Home Economics 90 and 93.

Home Economics 101. Advanced Clothing Construction (3). I

Selection and use of designs in modeling and draping garments of wool and silk. Construction of a tailored suit or coat in wool and a garment in silk, emphasizing fundamental principles of good standards of technique. One lecture; two three-hour laboratory periods.

Prerequisite: Home Economics 95.

Home Economics 111. Clothing Economics (2). II

Economic aspects of the production and distribution of textile and ready-to-wear clothing industries which directly or indirectly affect the consumer. Buying points and evaluation of buying guides. Individual and family clothing budgets. Two lecture periods.

Prerequisite: Senior standing. Open to any student in the college.

Home Economics 120. Dressmaking (2). SS

A course designed to teach advanced technique in garment construction. The course includes a discussion of the fundamental principles of design, their application to the selection and adaptation of clothing and the influence of color and textile values on garment making. Two three-hour laboratory periods.

Summer session only.

Home Economics 121. Tailoring (2). I

A continuation of Home Economics 120. Problems are chosen with the idea of developing technique. Emphasis is placed on construction and design as well as the study of fabrics suitable for tailored garments. One lecture; one three-hour laboratory period.

Home Economics 122. Children's Clothing (2). II

A study of the problems involved in the selecting, planning and making of children's clothing. Emphasis on the relation of design to self-help. Garments are designed and made for children who can be studied and fitted in the laboratory. Two three-hour laboratory periods.

Prerequisite: Home Economics 95.

Education 190. Home Economics Teaching Procedure—Textiles and Clothing (2). I

A study of the basic principles of curriculum construction applied to the organization of textile and clothing courses in secondary schools; selection of illustrative material; different lengths of class periods, typical teaching techniques and other administrative problems. Two lecture periods.

Prerequisites: Home Economics 95 and Education 191.

Education 192. Home Economics Directed Teaching—Textiles and Clothing (2). I or II

Teaching of textiles and clothing in secondary schools. Individual conferences with supervising teacher. One conference; five hours practice.

Prerequisites: Education 190 and senior standing.

INDUSTRIAL EDUCATION DEPARTMENT

	Mr. Ericson	Mrs. Lyans
Mr. Griffin	Mr. Werner	Mr. Porter
Mr. Rust	Mr. Soules	Mr. Taylor

General Statement.

Courses in the department of industrial education may be taken by four different groups of students.

- (1) Those taking the course leading to the B.A. degree with a major in industrial education and to a credential to teach.
- (2) Students taking a four-year technical course without a credential to teach.
- (3) Students majoring in other departments of the college in which certain courses in industrial education are required, or used as electives, or selected for minors.
- (4) Special students who wish to receive instruction and practice in printing, drafting, or mechanical work of various kinds for the purpose of applying the efficiency thus gained in present or future occupational activities rather than for a college degree.

General Requirements for the B.A. Degree with a Major in Industrial Education and a Credential to Teach.

Upon completion of the degree course with a teaching major in industrial education the graduate is granted also a state credential entitling him to teach industrial arts subjects in elementary and secondary schools.

All candidates for degrees with a major in industrial education must fulfill all the state board and institutional requirements which are set forth on page 25.

Technical Subjects.

Not less than 40 units of technical training must be completed for graduation. Of this total number, 23 units are specified requirements while the remaining 19 may be varied according to the interest and outlook of the individual student. This also satisfies the requirements of the State Board of Education for a credential to teach within this field.

Specific requirements in technical subjects:	Units
Automotive Work -----	3
Woodwork -----	6
Drawing -----	3
Electrical Construction -----	3
Fundamentals of Metal Work -----	3
Industrial Arts Design -----	2
Machine Shop Practice -----	3
	23

Technical Electives.

The remaining 17 units of technical subjects may be selected from the list below or made up of additional courses listed under the headings in the required group:

Aeronautics
 Art-Metal Work
 Carpentry
 Stagecraft
 Forging and Welding
 Furniture Upholstery
 General Metal Shop
 Home Mechanics and General Shop
 Industrial Arts for Elementary Schools
 Leather Work
 Machine Shop Practice
 Model Making and Leisure Time Crafts
 Pattern Making and Foundry Work
 Reed Furniture Making
 Sheet Metal Work
 Wood Finishing and Painting
 Printing

It is expected that at the beginning of the junior year the student will elect to strengthen himself either in the woodworking or metal-working subjects, or in drafting, and will choose his technical electives accordingly, under the advisership of the head of the department.

Minors.

Students majoring in industrial education are required to complete two minors in other departments.

INDUSTRIAL EDUCATION TEACHING MAJOR**LOWER DIVISION****General Requirements.**

Required general lower division subjects for a major in industrial education are those specified by the State Board of Education and by this institution, and are listed on page 33.

Requirements in technical subjects:	Units
Industrial Education 11—Foundations of Woodwork*-----	3
Industrial Education 2—Instrumental Drawing**-----	3
Industrial Education 3—Home Planning -----	3
Industrial Education 4—Machine Drawing -----	3
Industrial Education 40—Metalwork -----	3
Industrial Education 12—Machine Woodwork*-----	3
Industrial Education 45A—Machine Shop Practice -----	3

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* Students who have completed a sufficient amount of woodwork in high school, and who can demonstrate the required technical skill, may substitute other technical work for this course.

**Students who have completed one year or more of mechanical drawing in high school and who show satisfactory accomplishment in this subject will receive credit for Industrial Education 2, but this will not thereby reduce the total requirements for the degree.

INDUSTRIAL EDUCATION TEACHING MAJOR**UPPER DIVISION**

The following professional work is required for a teaching major in industrial education :

	Units
Education 57—Introduction to the Study of Education-----	3
Education 175—Educational Psychology -----	3
Education 173—Secondary Education-----	2
Education 141 (I.E.)—Vocational Education-----	2
Education 143—Educational and Vocational Guidance -----	2
Education 191 (I.E.)—Content and Materials in Industrial Edu- cation -----	3
Education 190 (I.E.)—Teaching Problems in Industrial Education	3
Education 192 (I.E.)—Directed Teaching -----	8
	26

Technical courses required :

Students will select a sufficient number of technical courses to complete the total of 40 units of technical work required for graduation. The subjects will be chosen in suitable groupings in consultation with the head of the department. The following suggested program indicates the subject requirements for the degree course for upper division.

FOUR-YEAR COURSE LEADING TO B.A. DEGREE WITHOUT A CREDENTIAL TO TEACH

Candidates for this degree must fulfill the State Board requirements as set forth on page 25.

A minimum of 40 units of technical work is required. Opportunity is given to students to select the technical subjects mainly along their major interest as in the metal working field, the building trades field, printing, etc.

For a suggested program see page 118.

COURSE IN GARDEN PLANNING AND LANDSCAPE ARCHITECTURE

This is a two-year course designed to offer study, laboratory practice, and technical training which will lead to efficient planning, developing, and maintaining of gardens. The requirements for entrance are the same as for other courses in the department.

A complete program for this course is listed on page 117.

**SUGGESTED FOUR-YEAR PROGRAM FOR THE DEGREE
COURSE WITH A TEACHING MAJOR IN INDUSTRIAL
EDUCATION**

FRESHMAN YEAR

First Semester	Units
Social Science 1A—Contemporary Society -----	3
Science 50A—Elementary Physiology -----	3
English 18A—Freshman Composition -----	3
Industrial Education 1—Freehand Drawing -----	2
Industrial Education 11—Bench Woodwork, or Industrial Education 7—Home Planning* -----	3
Freshman Problems -----	$\frac{1}{2}$
Freshman Activities -----	$\frac{1}{2}$
	15
Second Semester	
Social Science 1B—Contemporary Society -----	3
English 18B—Freshman Composition -----	3
Industrial Education 7—Home Planning* or Industrial Education 11—Bench Woodwork -----	3
Industrial Education 12—Machine Woodwork and Cabinet Making-----	3
Freshman Problems -----	$\frac{1}{2}$
Freshman Activities -----	$\frac{1}{2}$
Science 1A—Inorganic Chemistry** -----	3
	16

SOPHOMORE YEAR

First Semester	
Psychology 1—General Psychology -----	3
Mathematics 11—Applied Mathematics -----	3
Industrial Education 4*—Machine Drawing -----	3
Science 19A—Physics -----	3
Sophomore Activities -----	$\frac{1}{2}$
Political Science 99—American Institutions -----	2
	14 $\frac{1}{2}$
Second Semester	
Economics 2—Applied Economics -----	3
Education 57—Introduction to Study of Education-----	3
Industrial Education 40—Metalwork -----	3
Economics 11—Industrial History of United States-----	3
Science 19B—Physics -----	3
Sophomore Activities -----	$\frac{1}{2}$
	15 $\frac{1}{2}$

* Instrumental Drawing a prerequisite.

** High School Chemistry may be substituted, except in case of a minor in science.

JUNIOR YEAR

First Semester	Units
Education 175—Educational Psychology -----	3
Industrial Education 145—Electrical Construction -----	3
Industrial Education 135—Fundamentals of Automotive Machinery -----	3
Industrial Education 105—Industrial Arts Design -----	2
Technical electives -----	2
Junior Activities -----	$\frac{1}{2}$
Industrial Education 45A—Elementary Machine Shop Practice -----	3
	16 $\frac{1}{2}$
Second Semester	
Science 106—Industrial Chemistry -----	3
Education 141 I.E.—Vocational Education -----	2
English 11—Fundamentals of Speech -----	3
General electives -----	6
Technical electives -----	3
Junior Activities -----	$\frac{1}{2}$
	17 $\frac{1}{2}$

SENIOR YEAR

First Semester	
Education 173—Secondary Education -----	2
Economics 142—Study of Occupations -----	3
Education 190 I.E.—Teaching Problems -----	3
Education 192 I.E.—Directed Teaching -----	3
Technical electives -----	5
	16
Second Semester	
Education 191 I.E.—Content and Materials -----	3
Education 143—Educational and Vocational Guidance -----	3
Education 192 I.E.—Directed Teaching -----	5
Technical electives -----	3
	14

Electives must be chosen under the approval of the head of the department and must be selected with reference to the student's major interest within this field, and the scope of the work to be covered by the credential sought.

A minimum of two months (416 clock hours) of practical garage experience in addition to the 124 units of college work is required for the long term credential to teach automobile mechanics.

A minimum of not less than 12 units of college work plus not less than 416 clock hours of practical experience in a commercial shop are required for certification in printing.

If the candidate for the degree does not furnish proof of practical experience in either auto-mechanics or printing, he must then have worked not less than 416 hours in some other craft before receiving his teaching credential.

Course Leading to a Limited Credential in Industrial Arts Education.
(A course open to persons with trade experience.)

- 1. Entrance requirements:
 - a. Minimum and maximum age limits for entrance, 24 to 40.
 - b. Graduation from a four-year high school or its equivalent.
 - c. Not less than five years of practical experience in an approved trade.
 - d. Successful passing of trade and aptitude tests as provided by the college.

- 2. Training required:

Not less than two years of special teacher training, consisting of a minimum of 60 units, distributed approximately as follows:

	Units
English -----	6
Social Science -----	9
Mathematics -----	3
Science -----	6
Education -----	15
Supervised Teaching -----	6
Physical Education -----	2
Hygiene -----	2
Related technical subjects -----	11
Total minimum requirements -----	60

Upon successful completion of this course, the student is granted, upon the recommendation of the college, a state credential to teach a limited range of shopwork in secondary schools. This credential may be broadened from time to time upon completion of additional requirements.

MINORS IN INDUSTRIAL EDUCATION

Minor in Mechanical Drawing.

Lower Division—	Units
Industrial Education 1—Freehand Drawing	2
Industrial Education 2—Instrumental Drawing	3
Industrial Education 4—Elementary Machine Drawing.....	3
Industrial Education 7—Home Planning	3
Upper Division—	
Industrial Education 104—Related Mechanical Drawing.....	2
Industrial Education 105—Industrial Arts Design.....	2
Industrial Education 103—Advanced Machine Drawing or	
Industrial Education 102—Architectural Drawing	3

Minor in Woodwork.

Lower Division—	
Industrial Education 1—Elementary Freehand Drawing.....	2
Industrial Education 2—Instrumental Drawing	3
Industrial Education 11—Bench Woodwork	3
Industrial Education 12—Machine Woodworking and Cabinet Construction	3
Upper Division—	
Industrial Education 112—Advanced Furniture Construction....	3
Industrial Education 105—Industrial Arts Design.....	2
Economics 142—Study of Occupations or	
Education 143—Educational and Vocational Guidance	2

Minor in Industrial Arts for Elementary Schools.

Lower Division—	
Industrial Education 1—Freehand Drawing	2
Industrial Education 173—Industrial Arts for Elementary Schools	2
Industrial Education 2—Instrumental Drawing	3
Art 1—Design and Color	2
Upper Division—	
Industrial Education 171 or 172—Manipulative Work for the Integrated Program in Primary Grades or Elementary Grades..	2
Industrial Education 127—Art Metal Work	2
Industrial Education 11—Bench Woodwork and Wood Turning---	3
Industrial Education 102—Architectural Drawing and Design, or	
Industrial Education 161—The General Shop, or	
Industrial Education 119—Reed Furniture Construction.....	2

Minor in Electrical Work.

Lower Division—	Units
Industrial Education 1—Elementary Freehand Drawing-----	2
Industrial Education 2—Instrumental Drawing -----	3
Industrial Education 45—Elementary Machine Shop Practice----	3
Industrial Education 145—Electrical Construction -----	3
Upper Division—	
Industrial Education 146—Advanced Electrical Construction-----	2
Mathematics 11—Applied Mathematics -----	2
Industrial Education 147—Radio Construction and Installation--	3

Minor in General Metal Work.

Lower Division—	
Industrial Education 1—Elementary Freehand Drawing-----	2
Industrial Education 2—Instrumental Drawing -----	3
Industrial Education 40—Fundamentals of Metal Work-----	3
Industrial Education 123—Sheet Metal Work -----	2
Industrial Education 127—Art Metal Work-----	2
Upper Division—	
Industrial Education 135—Fundamentals of Automotive Machinery -----	3
Industrial Education 160—The General Shop -----	2
Industrial Education 121—Forging and Welding-----	2

TWO-YEAR PROGRAM IN GARDEN PLANNING AND LANDSCAPE ARCHITECTURE

FIRST YEAR

First Semester	Units
Industrial Education 80A—Applied Horticultural Science-----	3
Industrial Education 70A—Landscape Architecture Laboratory----	5
Industrial Education 1—Freehand Drawing -----	2
English 18A—Freshman Composition -----	3
Elective -----	2
Freshman Problems -----	$\frac{1}{2}$
Freshman Activities -----	$\frac{1}{2}$
	16

Second Semester

Industrial Education 80B—Applied Horticultural Science-----	3
Industrial Education 70B—Landscape Architecture Laboratory----	5
Industrial Education 5—Topographical Drawing -----	3
Industrial Education 40—Metal Work -----	3
Freshman Problems -----	$\frac{1}{2}$
Freshman Activities -----	$\frac{1}{2}$
	15

SECOND YEAR

First Semester

Industrial Education 81A—Applied Horticultural Science-----	3
Industrial Education 71A—Landscape Architecture Laboratory----	5
Industrial Education 110—Garden Carpentry-----	3
Economics 1A—Principles of Economics-----	3
Industrial Education 6—Landscape Planning and Garden Design--	2
Sophomore Activities -----	$\frac{1}{2}$
	16 $\frac{1}{2}$

Second Semester

Industrial Education 81B—Applied Horticultural Science-----	3
Industrial Education 71B—Landscape Architecture Laboratory----	5
English 11—Fundamentals of Speech -----	3
Industrial Education 30—Cement Work-----	3
Elective -----	2
Sophomore Activities -----	$\frac{1}{2}$
	16 $\frac{1}{2}$

The laboratory work in landscape architecture for this course will be carried out as practical work in fields and gardens. For this purpose an extensive former Santa Barbara estate containing a unique variety of subtropical and other plants and ample open ground for new projects has been made available. Many of the famous gardens of Santa Barbara and Montecito will be open for field trips and experimental work.

**SUGGESTED FOUR-YEAR COURSE FOR THE DEGREE IN
INDUSTRIAL EDUCATION WITHOUT A
TEACHING CREDENTIAL**

FRESHMAN YEAR

First Semester	Units
Social Science 1A—Contemporary Society -----	3
Science 50A—Elementary Physiology -----	3
English 18A—Freshman Composition -----	3
Industrial Education 1—Freehand Drawing -----	2
Industrial Education 2—Instrumental Drawing -----	3
Freshman Activities -----	$\frac{1}{2}$
Freshman Problems -----	$\frac{1}{2}$
	15

Second Semester

Social Science 1B—Contemporary Society -----	3
English 18B—Freshman Composition -----	3
Industrial Education 7—Home Planning, or	
Industrial Education 4—Machine Drawing -----	3
Technical electives -----	5
Freshman Activities -----	$\frac{1}{2}$
Freshman Problems -----	$\frac{1}{2}$
	15

SOPHOMORE YEAR

First Semester

Political Science 99—American Institutions -----	2
Science 19A—Physics -----	3
Science 1A—Inorganic Chemistry -----	3
Psychology 1—General Psychology -----	3
Technical electives -----	5
Sophomore Activities -----	$\frac{1}{2}$
	16 $\frac{1}{2}$

Second Semester

Science 19B—Physics -----	3
Economics 1B—Applied Economics -----	3
Elective -----	3
Technical electives -----	6
Sophomore Activities -----	$\frac{1}{2}$
	15 $\frac{1}{2}$

JUNIOR YEAR

First Semester	Units
English 11—Fundamentals of Speech -----	3
Elective -----	3
Industrial Education 105—Industrial Arts Design-----	2
Technical electives -----	7
	15
Second Semester	
Economics 11—Industrial History of the United States-----	3
Science 106—Industrial Chemistry -----	3
Education 141—Vocational Education -----	3
Technical electives -----	6
	15

SENIOR YEAR

First Semester	
Economics 142—Study of Occupations -----	3
Nontechnical electives -----	3
Industrial Management -----	3
Technical electives -----	7
	16
Second Semester	
Economics 101—Labor Problems -----	3
Nontechnical electives -----	8
Technical electives -----	5
	16

It is recommended that the student select the elective technical subjects under the guidance of the department head and that these subjects be chosen with reference to his interest in major fields of industry, as the metal-working field, the building trades field, the field of drafting, or the printing field.

In the field of aeronautics, cooperative arrangements have been made with the Boeing School of Aeronautics and the Curtiss Wright School through which credit can be earned in these schools for a part of the requirements in this course.

DESCRIPTION OF COURSES IN INDUSTRIAL EDUCATION

Unless otherwise designated, courses in this department are conducted on the plan of three laboratory hours for each unit of credit.

LOWER DIVISION COURSES**Industrial Education 1. Freehand Drawing (2). I or II**

A course giving fundamental theory and practice in freehand perspective, lettering, sketching, etc., with specific application to furniture, buildings, machinery, and fundamental principles of structural design. Black-board sketching and study of color harmonies are included.

Industrial Education 2. Instrumental Drawing (3). I

This course embraces instruction and practice in the use of mechanical drawing instruments and in lettering. It includes also the solution of the geometric problems commonly met in mechanical drawing, shop sketching, and working drawing, and covers orthographic projection and isometric drawing. Students who have done two or more years work in drawing in high school may make substitution for this course.

Industrial Education 3. Architectural Drawing (3). II

This course covers the principles and practice of drawing as applied to house planning, furniture representation, and architectural details. Includes lettering and the technique of architectural drafting.

Prerequisite: Industrial Education 2 or its equivalent.

Industrial Education 4. Machine and Sheet Metal Drawing (3). I

In this course special attention is given to machine drafting and sketching and to mechanisms and their various applications. This course includes also development of sheet-metal patterns.

Prerequisite: Industrial Education 2 or its equivalent.

Industrial Education 5. Topographical Drawing (3). I

This course will cover sketching and making simple contour maps, color rendering, and elementary problems in planning drainage and irrigation projects.

Industrial Education 6. Landscape Planning and Garden Design (3). II

This course will offer theory and practice in executing plans for private gardens and landscape beautification. Form, spacing, and proportions, effective use of planting and of colors, and adaptation of design to natural conditions will be given consideration.

Industrial Education 7. Home Planning (3).

This is a course involving a study of problems confronting prospective home owners: styles of domestic architecture and their adaptation to different surroundings; selection of a home site; materials used in construction of homes; arrangement of floor space, ventilation and sanitation; making of sketches and conventional drawings of floor plans and exteriors.

Industrial Education 11. Bench Woodwork and Wood Turning (3).

I or II

The object of this course is to give the student practice in the fundamental processes of bench work in wood and in the operation of the turning lathe, placing emphasis on correct processes, shop organization, care of tools, etc.

Industrial Education 12. Machine Woodworking and Cabinet Construction (3).

I or II

In this course the student is able to get acquainted with the use and upkeep of woodworking machinery in the construction of various types of cabinet work, case work, and furniture.

Prerequisites: Industrial Education 2, 11.

Industrial Education 13. Wood Turning (1) or (2).

This course provides opportunity for mastering the fundamentals of wood turning. It includes spindle turning, face plate and chuck turning, and spiral work.

Industrial Education 20. Printing (3).

I or II

The purpose of this course is to give the student practice in the fundamental operations involved in straight composition, proofing, correcting, and imposition. A study is made of type and type faces suitable for different effects. Platen presswork is also covered.

Industrial Education 21. Printing (3).

I or II

This course introduces the student to the fundamentals of newspaper work. The work consists of advertisement and head composition, newspaper make-up, stereotyping and cylinder presswork.

Industrial Education 30. Cement Work (2).

This course involves the study of cement in its application to home building and home surroundings. Practice is given in form making, using wood, clay, plaster of paris, etc., as media; proportioning mixtures for different types of construction, applying various kinds of finishes and color in cement.

Prerequisite: Industrial Education 11.

Industrial Education 40. Fundamentals of Metal Work (3). I or II

A basic laboratory course acquainting the student with the properties and characteristics of most of the common metals, and their application to modern industrial and manufacturing usage. One lecture and two three-hour laboratory periods.

Industrial Education 45A-B. Elementary Machine Shop Practice (3) (3).

II

This course includes the simpler operations performed by the general machinist, bench work, the methods of laying out or drawing on metal; simple cylinder turning and screw cutting, with simple drilling, planing, and taper work.

Prerequisite: Industrial Education 4.

Industrial Education 70A-B. Landscape Architectural Laboratory
(5-5). I-II

Opportunity in this course is given for practical laboratory work in laying out, planting, and maintaining lawns, trees and shrubbery; including principles and practices of surveying, mechanics of irrigation, and drainage.

Industrial Education 71A-B. Landscape Architectural Laboratory
(5-5). I-II

This is a continuation of Industrial Education 40A-B involving also practical work in garden design, use of form and color, business practice, and management.

Industrial Education 80A-B. Applied Horticultural Science
(3-3). I-II

This course offers study and laboratory practice in those phases of natural and physical science which bear relation to problems involved in planning, developing, and maintaining gardens both from the standpoint of home ownership and commercial work. Two lectures and one three-hour laboratory period.

Industrial Education 81A-B. Applied Horticultural Science
(3-3). I-II

A continuation in study and laboratory practice covering aspects of science affecting horticulture with attention to identification, insect and fungi control, soil analysis, and other similar phases of work. Two lectures and one three-hour laboratory period.

UPPER DIVISION COURSES

Industrial Education 101. Advanced Freehand Drawing (2). II

A course dealing with freehand representation of various objects related to the work of industry, and with the fundamental principles of color and design in their application to craftwork of different kinds.

Prerequisite: Industrial Education 1.

Industrial Education 102A-B. Architectural Drawing and Design (3) (3). I-II

A course covering the theory and practice involved in making complete plans and specifications for a dwelling. Study of styles of architecture, economy and arrangement of floor space, suitable kinds of building materials, building ordinances. Experience in estimating and in topographical drawing.

Prerequisite: Industrial Education 1, 2, 3.

Industrial Education 103. Machine Drafting and Design (3). II

This course covers various types of cams and gears and the study of the simpler forms of motion in their application to machinery. Each student will have the opportunity to make a complete set of drawings and details for a small machine.

Prerequisite: Industrial Education 4.

Industrial Education 104. Related Mechanical Drawing and Sketching (2).

This course offers study and practice in such phases of working drawing, blueprint reading, and shop sketching as are needed in order to relate fully the work of the drawing room with the actual work done in the shop or on the job.

Prerequisite: Industrial Education 2 or equivalent.

Industrial Education 105. Industrial Arts Design (2) or (3). I

A study of fundamental principles underlying structural design, with special emphasis upon the design and construction of articles of furniture and other projects suitable for production in school shops. Includes also a consideration of the use and effect of color as a factor in design. One lecture and two or three three-hour laboratory periods.

Prerequisite: Industrial Education 1, 2.

Industrial Education 106. Advanced Machine Drawing (3).

This course includes the study of machine design including power transmission and the use of various types of gears.

Prerequisites: Industrial Education 4, 103.

Industrial Education 110A-B. Carpentry and Building Construction (3) (3). I, II

The student is given instruction and practice in the building and repairing of structures ranging in complexity from simple trellis construction to the more complex frame cottage.

Prerequisites: Industrial Education 11, Industrial Education 3.

Industrial Education 112. Advanced Furniture Construction (3). I

A course involving both individual and factory production of domestic furniture, including inlaying, simple carving, fluting and reeding. Articles for production are chosen or designed according to ability and ambition of the individual student.

Prerequisite: Industrial Education 12.

Industrial Education 114. Advanced Millwork (3). II

This course gives definite practice in the proper use of woodworking machinery for building construction and machine-made furniture. The proper routing of work in the shops, and the possibilities of each machine are studied. Time is devoted to the adjustment, care, and upkeep of machines, motors, and other equipment.

Prerequisite: Industrial Education 12.

Industrial Education 115. Painting and Woodfinishing (2). II

Here the pupil receives instruction and practice in the various phases of preserving and beautifying the home structure and the furniture. The course embraces painting, staining, varnishing, enameling, use of transfers, etc. Practice is also given in the use of the spray gun.

Prerequisite: Industrial Education 11 or equivalent.

Industrial Education 116. Furniture Decoration and Woodcarving (2) or (3).

In this course are studied effective methods in the decoration of wood surfaces including the use of inlays, outlays, transfers, and wood carving. Practice is offered through laboratory work in the use of all these elements as applied to articles made of wood and furniture construction.

Prerequisite: Industrial Education 11.

Industrial Education 117. Stage Carpentry and Stage Craft (3).

This course gives thorough study and practice of fundamental problems involved in design, construction and decoration of stage scenery and other accessories. The problem of lighting will also be considered.

Prerequisite: Industrial Education 11.

Industrial Education 118. Upholstery (2).

This course deals with the tools and materials of the process of upholstering, and gives the student a practical acquaintance with such simpler processes as would be employed in doing over old pieces of furniture and upholstering new pieces. (Not offered in 1938-1939.)

Industrial Education 119. Reed Furniture Construction (2).

A course covering the methods of making furniture of reed and similar material, including coloring and applying various types of finishes. (Not offered in 1938-1939.)

Industrial Education 121. Forging and Welding (2).

I

Here are presented those aspects of forging, oxyacetylene, and electric arc welding which every teacher, auto mechanic, and general metal worker should know and be able to do, including studies of the manufacturing processes of steels.

Prerequisite: Industrial Education 40.

Industrial Education 122. Ornamental Ironwork (2).

II

A course covering design and construction of ornamental articles made of iron, as applied to buildings, furniture, and decorative household and garden articles.

Prerequisite: Industrial Education 121, Industrial Education 40.

Industrial Education 123. Sheet-Metal Work (2) or (3).

I

This course is intended to prepare the student to perform such sheet-metal operations and practices as are of interest and value in the school shop, to the home owner, or to the trade worker.

Industrial Education 124. Advanced Sheet Metal Work (3).

A course especially designed to give experience in the fabrication of metal furniture and sheet metal work in the building trades. Drafting and lay-out work are also included.

Prerequisite: Industrial Education 123.

Industrial Education 125. Plumbing and Pipe Fitting (1) or (2).

II

A brief course including such facts and skills as will enable the student to do simple household plumbing repairs, and pipe fitting.

Industrial Education 126. Pattern-Making and Foundry Practice (2) or (3).

II

A course combining the elements of pattern-making with those of molding and metal casting. Aluminum, bronze, and pot metal casting are practiced from the standpoint of their usefulness in industrial work. This work is carried out in close cooperation with other departments, and all castings are used for practical projects.

Prerequisite: Industrial Education 11, Industrial Education 40.

Industrial Education 127A-B. Art Metal Work (3-3).

I-II

This course gives training in making of useful and ornamental articles in brass, copper, pewter, silver, and Britannia metal. Emphasis is laid on appropriate design and fine execution.

Industrial Education 130A-B. Advanced Machine Shop Practices (3) (3).

I

In this course the opportunity is given for practice in the more intricate and exacting processes involved in machine shop work. The projects made are all of direct practical use, repair parts for automobiles being overhauled in the auto shop and articles of school equipment form a part of the course.

Prerequisite: Industrial Education 45.

Industrial Education 131. Machine Shop and Tool Making (3).

I

An advanced course in machine shop practice involving the construction of machines and tools for practical use, as well as the making of repair parts for tools, machines, and automobiles.

Prerequisite: Industrial Education 45 and 130.

Industrial Education 135. Fundamentals of Automotive Machinery (3).

I

It is the object of this course to give the student an introduction to the nature and construction of the various parts of the automobile and the airplane. Emphasis is placed upon design, manufacture and proper use rather than on intensive technical phases of the subject. One lecture and six laboratory hours.

Industrial Education 136. Internal Combustion Engines (3).

II

This course is devoted to the study of the internal combustion engine as it is applied to the automobile, the tractor, and the stationary engine. Taking down, assembling, and testing of various types of motors and adjusting their parts for efficiency of operation. Study is also made of airplane engines in use, with laboratory work upon such engines. The Diesel engine and its use in transportation is also given consideration. One lecture and six laboratory hours.

Prerequisite: Industrial Education 135.

Industrial Education 138. Automotive Repair (3).

I or II

The work is done on live cars which need overhauling. Lecture work on typical troubles and their cure, and special instruction in the necessary mechanics will precede the actual laboratory work on the cars.

Prerequisites: Industrial Education 135 and 136.

Industrial Education 139. Advance Automotive and Tractor Work (3).

I or II

An advanced course in the study of the more intricate phases of automotive repair work, with special emphasis on the care and upkeep of the tractor, the truck, and the school bus.

Prerequisites: Industrial Education 135, 136, 138.

Industrial Education 140. Automobile Electrics (2).

II

Electrical service work embracing the principles of electricity as applied to automobile and tractor ignition, starting and lighting equipment with the study of the construction of the necessary apparatus and its care and repair. Work including principles of electricity and chemistry as applied to the storage battery, a study of the construction, methods of testing, equipment for charging them. One lecture and three laboratory hours.

Prerequisite: Industrial Education 135, 136.

Industrial Education 141. Orientation Courses in Aeronautics (2) or (3).

II

In this course the students are given an opportunity to learn the fundamental principles upon which the airplane is built and operated. The terminology of the mechanical phases of airplane construction and the problems pertaining to commercial aviation and its possibilities are studied. Two lectures and one three-hour laboratory.

Industrial Education 145. Electrical Construction (3).

I

The object of this course is to acquaint the student with the application of electrical theory, methods of installing light and heat circuits in the home, and with fire underwriters regulations. The course includes a study of the structure, care, repair and adjustment of electrical equipment used in the home and of the vast variety of uses of electricity in community and individual life. One lecture and six laboratory hours.

Industrial Education 146. Advanced Electrical Construction (3).

II

This course is a continuation of course 130, involving further study of electricity, including courses of study and methods of teaching in this subject in public schools. One lecture and six laboratory hours.

Prerequisite: Industrial Education 145.

Industrial Education 147. Radio Construction and Installation (2).

II

A course designed to give practice in the construction of radio sets of various types, in connection with the study of fundamental principles of radio construction and installation. It includes a study of short-wave radio operation and installation.

148 Electrical Laboratory Work.

This course involves a study of electrical appliances and electrical machinery used in home and in industry. Practice is given in the repair of such appliances and machinery and their original manufacture. Radio repair and construction may also be included in this course.

Industrial Education 150. Advanced Printing (3). I or II

This course is designed to give students such information and practice as will enable them to direct the printing operations required in the small print shop. Special attention is given to the problems involved in producing a newspaper, and the job work suitable to such a shop, including type selection, design, color harmonies, and two and three color work. Study is also made of equipment needs for school use.

Prerequisite: Industrial Education 20, 21.

Industrial Education 151. Color Printing and Bookbinding (3).

A course giving practice in the more advanced work that may be done in the school print shop, including bookbinding. (Not offered in 1938-1939.)

Industrial Education 152. Advanced Course in Printing (3). I or II

A course comprising the more advanced problems of the school print shop, involving work on posters, production of books and the use of color processes.

Industrial Education 153. Typographical Layouts (3). I or II

This course places particular emphasis upon printing design, layouts and color work. One lecture and six hour laboratory.

Prerequisite: Industrial Education 152.

Industrial Education 154A. Linotype Operation (3). I or II

This is a fundamental course covering the operation of the linotype.

Industrial Education 154B. Linotype Operation (3). I or II

A second course in linotyping comprising the setting of display matter and other special work.

Industrial Education 160. General Metal Shop (3). II

A course involving the method of organizing and managing the general metal shop in junior and senior high schools; combining with manipulative work in cold metal, forging, making simple patterns, molding, and metal casting. A number of projects of the type suitable for the public school is completed by each student. One lecture and six hours laboratory.

Prerequisites: Industrial Education 40 and 121.

Industrial Education 161. The General Home Mechanics Shop (2). II

A course covering planning, organization, and management of the general shop. A study is made of different types of general shops, scope of activities, and teaching methods. A large part of the time is spent in manipulative work covering suitable projects and processes for the general shop in public schools. One lecture and three hours laboratory. (Not offered in 1938-1939.)

Industrial Education 162. Mechanics of Visual Education (3). II

A course offering opportunities for study of various types of projection machinery, still film, ballopticon, small motion picture equipment, and

sound reproduction. Practical laboratory work with all this equipment will be offered. A study will be made of sources of supplies for visual education work. One lecture and six hours laboratory.

Industrial Education 170A-B. Nursery and Kindergarten Crafts (2-2).

I, II

This course includes a study of the proper appeal to child activities and their educational value and relationship with kindergarten-primary school. Constructive work in materials as a medium of self-expression will include work with clay, plasticine, paper, crayons, cardboard, reed, raffia, wood, cloth, textile, and natural and discarded materials. One lecture and three laboratory hours.

Industrial Education 171. Manipulative Work for the Integrated Program in Primary Grades (2).

I

A course designed to give opportunity to teachers in training to plan and execute integrated handwork activities in an atmosphere similar to that found in the primary grades. Stress is placed upon understanding and appreciation, manipulative skill in the use of materials, and upon knowledge of sources and uses of various materials and means for activity work. Six hours laboratory.

Industrial Education 172. Manipulative Work for the Integrated Program in Elementary Grades (2).

II

This course offers for the teachers of elementary grades the same type of program as that described under Industrial Education 171. The manipulative work is carried out in the atmosphere of the actual classroom with stress upon the integration of handwork activities with the regular subject matter in the elementary grades. Six hours laboratory.

Industrial Education 173. Industrial Arts for Elementary Schools (2).

I or II

In this course are offered manipulative practices which will develop desired craft skill needed by primary and elementary teachers in carrying out construction work in their classrooms. The work consists mainly of operations in simple woodwork and various types of wood finishes, soldering processes and hammering copper work, some practice in the use of leather for craftwork, and other similar processes. One lecture and three laboratory hours.

Industrial Education 174. Leather Work (2).

This course includes the study of the manufacture of leather and its more common applications. It embraces the common processes of shoe repair, and covers such work as making of brief cases, purses, etc., with simple decorations and tooling. (Not offered in 1938-1939.)

Industrial Education 175. Model-Making and Leisure-Time Crafts (2 or 3).

This course gives opportunity for study and practice in the field of model making. Opportunities are given to each student to accomplish work according to his specific ability. The field of transportation both past and present is drawn upon for the construction work involved.

Industrial Education 174. Administration of Vocational Education (2).

A course dealing with the problems of administration of vocational education. Study is made of state and national provisions for subsidizing vocational classes of various types of schools, and of the qualification of teachers for the different types of programs, and cooperation with labor and industry in apprenticeship training and in cooperative and other part-time classes. Attention is given to laws governing vocational programs, and to a study of successful programs now in operation. Three lectures.

Industrial Education 185. Part-time Education (2).

A course devoted to the study of the needs and purposes of part-time education and the types of organization and instructional procedure suited to the part-time school, including the problems of occupational guidance, and coordination and placement. Special study is made of part-time school conditions in California. Three lectures.

COURSES LISTED IN OTHER DEPARTMENTS FOR THE
INDUSTRIAL EDUCATION STUDENTS

Education 141. Principles of Vocational Education (2 or 3).

Education 143. Educational and Vocational Guidance (3).

See education courses, page 75.

Education 190. (I.E.). Teaching Problems in Industrial Arts
Education (3).

See education courses, page 79.

Education 191 (I.E.). Content and Materials in Industrial Arts
Education (2).

See education courses, page 80.

Education 192 (I.E.). Directed Teaching in Industrial Arts (8).

See education courses, page 81.

Education 195A (I.E.). Organization, Objectives, and Supervision of
Instruction in Industrial Education (3).

See education courses, page 82.

Education 195B (I.E.). Problems of Supervision in Industrial
Education (3).

See education courses, page 82.

Mathematics 11. Applied Mathematics (2).

See mathematics courses, page 132.

MATHEMATICS

Mr. Peters

Dr. Mather

Mrs. Pierce

Unless otherwise stated, courses in mathematics have one recitation-lecture hour per unit of credit.

MINOR IN MATHEMATICS

Lower Division—	Units
Mathematics 1—College Algebra -----	3
Mathematics 2—Theory of Finance-----	3
Mathematics 3A—Analytical Geometry -----	3
Mathematics 3B—Differential Calculus -----	3
	—
	12
Upper Division—	
Upper Division Mathematics Courses -----	6

DESCRIPTION OF MATHEMATICS COURSES

LOWER DIVISION COURSES

- Mathematics 1. College Algebra (3). I
Theory of linear and quadratic equations, theory of logarithms with practice in numerical computation, binomial theorem, mathematical induction, progressions, permutations and combinations, probability, simple theory of finance, series.
Prerequisites: 1½ years of high school algebra, plane geometry.
- Mathematics 2. Theory of Investment (3). II
Simple and compound interest, annuities, stocks, bonds, cost depreciation, probability, insurance, and life annuities.
Prerequisite: Mathematics 1.
- Mathematics 3A-B. Plane Analytic Geometry with Differential Calculus (3-3).
The straight line, circle, conic sections, equations of first and second degree, geometry of space, with study of limits, maxima and minima derivatives, differentials, rates, simple problems in integration.
Prerequisites: Plane trigonometry and 1½ years of high school algebra.
- Mathematics 5A-B. Surveying (3-3).
Theory and use of the transit and level, mapping, contours, time determinations, triangulation.

Mathematics 10. Principles of Mathematics (3).

Minimum essentials in business relationship; algebra and geometrical processes; review of fundamental operations, fractions, decimals, mensuration, solution of equation.

All students of the kindergarten and elementary departments must pass an entrance examination in mathematics before registering for Mathematics 10, or take a coaching course. The time and place for the examination and the coaching course will be announced on the bulletin boards.

Mathematics 11. Applied Mathematics (2).

In this course are studied the applications of mathematics to the problems arising in connection with shop and construction work of various kinds. The use of formulas, simple trigonometric functions, and tables of logarithms are included.

Prerequisite to machine shop and automobile work.

Mathematics 12. Trigonometry (3).

Plane and spherical trigonometry.

UPPER DIVISION COURSES**Mathematics 104A-B. Integral Calculus and Geometry of Space, Series (3-3).**

Integration, summation processes, areas, surfaces, volumes, limits, differential equations.

Prerequisite: Mathematics 3A-B.

MUSIC

Mrs. Barnett

Mr. Barron

Mrs. Priest

A major in music was granted to Santa Barbara State College on April 7th of this year. Additions to the curriculum and a general enlargement of courses in instruments, voice, theory and methods will be made in order that degrees and credentials in public school music and in special subjects may be granted. For further information address the Music Department, Santa Barbara State College.

LOWER DIVISION COURSES

Music X.

I

A non-credit course for those failing to qualify for Music 1.

Music 1. Principles of Music (2).

I

Required of all elementary education students. A course in the fundamentals of singing, sight reading, and tone thinking.

Prerequisite: Ability to match tones and recognize the most familiar of the American folk songs.

Music 3A-B. Harmony (3-3).

Intervals and chords; harmonization in two, three, and four voices, to given bass and melody, including tonic, dominant, and subdominant chords and their substitutes. Emphasis on creative work.

Prerequisite: Music 1 or Music 5.

Music 5A. Elementary Ear Training (2).

I or II

Music 5B. Ear Training (2).

I or II

A continuation of Music 5A.

Music 6A-B; Music 6C-D. Voice (1-1).

Music 8A-B; Music 8C-D. Choral Music (1-1).

Open to all students with good singing voices.

Music 9A-B; Music 9C-D (1-1). Orchestral Music.

Open to all students who have had experience in playing an orchestral instrument.

Music 20A-B. Wind and String Instruments (1-1).

Music 30A-B. Beginning Piano (1-1).

Music 40A-B. Beginning Organ (1-1).*

Music 50A-B. Beginning Violin (1-1).*

* To be given by arrangement with the head of the department.

UPPER DIVISION COURSES

Music 102A-B. Music Appreciation (2-2).

Music 103A-B. Advanced Harmony (3-3).

Modulation through common chord and common tone. Chromatic harmonies. Augmented chords. Two and three-part inventions.

Prerequisite: Music 3A-B.

Music 104A-B. History of Music (2-2).

Music 105. Advanced Ear Training (2).

II

Music 106A-B. Voice (1-1).

Music 106C-D. Voice (1-1).

Music 108A-B. Choral Music (1-1).

Music 108C-D. Choral Music (1-1).

Music 109A-B; Music 109C-D. Orchestra (1-1).

Music 110A-B; Music 110C-D. Band (1-1).

Open to all students who have had experience in playing a band instrument.

**Music 112. Music Appreciation for Kindergarten-Primary
Grades (2).**

II

A study of elementary rhythm, form, melodic beauty and moods in music, suitable to these grades. Discussion of the rhythm orchestra and creative music.

Music 113. Music for Plays, Festivals and Pageants (1).

II

A wide variety of music material, suitable for all types of entertainment, will be examined and tried out. Original music will be written for various activities and units of work.

Music 120A-B. Conducting (1-1).

Music 130A-B. Advanced Piano (1-1).*

Music 130C-D. Advanced Piano (1-1).*

Music 140A-B. Advanced Organ (1-1).*

Music 150A-B. Advanced Violin (1-1).*

Music 180A-B. A Capella Chorus (1-1).

**Education 190 (Music K.-P.). Kindergarten and Primary Music
Methods (2).**

II

Required of all kindergarten-primary students.

Education 190 (Music Elem.-J.H.). Music Education (2).

II

Required of elementary-junior high education students.

Prerequisite: Music 1. (See Education Courses, page 80.)

* To be given by arrangement with the head of the department.

MUSIC MINORS

Public School Music.

Lower Division—

Prerequisite: Ability to sing a simple song.	Units
Music 1—Principles of Music	2
Music 6A-B—Voice	2
Music 3A-B—Elementary Harmony	6
Music 5—Elementary Ear Training	2

Upper Division—

Music 101—Music Education	2
Music 108A-B—Choral Music	2
Music 104A-B—History and Appreciation of Music	4
	20

Orchestra and Band Instruments.

Lower Division—

Prerequisite: Ability to play a stringed or wind instrument.	
Music 1—Principles of Music	2
Music 3A-B—Elementary Harmony	6
Music 20A-B—Wind and String Instrument Class	2
Music 5—Elementary Ear Training	2

Upper Division—

Music 103A-B—Advanced Harmony	6
Music 109A-B—Orchestra	2
Music 120A-B—Conducting	2
	22

Kindergarten-Primary Music.

Lower Division—

Prerequisite: Ability to play simple songs and marches, and to sing in tune.

Music 3A-B—Elementary Harmony	6
Music 6A-B—Voice	2
Music 1—Principles of Music	2
Music 5—Elementary Ear Training	2
Music 30A-B—Piano	2

Upper Division—

Education 190 (Music K.-P.)—Kindergarten-Primary Music	2
Music 108A—Choral Music	1
Music 112—Music Appreciation for Kindergarten-Primary and Kindergarten-Elementary	2
Music 113—Music for Festivals, Plays and Pageants	1
	20

PHYSICAL EDUCATION DEPARTMENT

MEN AND WOMEN

Mr. Davis

Mr. Crawford

Mr. Leasing

Mr. Harder

Mr. Wilton

Dr. Mather

Mrs. Hodgins

Miss Van Fossen

Miss Schon

Miss Creary

Services offered by the physical education department are of four kinds:

1. Instruction: theory and practice in activity courses furnishing desirable exercise and recreational values during college years and afterwards.
2. Courses for students who wish to make the profession of physical education and/or recreation their life work.
3. Preparation for teaching the fundamentals of physical activities for kindergarten, elementary school and junior and senior high schools, and for arranging physical education programs in these fields.
4. Intercollegiate athletic competition.

Requirements for all College Students.

1. A medical examination is required of every student enrolled in the college.

Every student in regular standing is urged to enroll in some physical education course during each semester while he is in college. Students recommended by the medical examiner for restricted activity will be assigned to individual work under the course called Individual Adaptations (Physical Education 8 or 53).

2. **Three units of Physical Education.** The first two units are in prescribed courses to be taken at the rate of $\frac{1}{2}$ unit each semester during the first four semesters. In upper division one unit of Physical Education 160, Recreation, or 180-187, Intercollegiate Athletics, may be taken in either the junior or senior year at the rate of $\frac{1}{2}$ unit per semester, or $\frac{1}{2}$ unit may be taken in each upper division year.

Requirements for men.

The lower division requirements for the first four semesters must be met by Physical Education 51A, B, C and 52 or 53,* or 56A or B.

* Intercollegiate sports credits may not be used to meet the state requirements.

In upper division, the work is elective. Upon completion of the lower division requirements, the student may select his activity from the following list offered under the courses Physical Education 160, or 180-189.

Boxing	Tennis	Squash
Wrestling	Golf	Boating (sail, power, canoe)
Swimming	Handball	Basketball
Football	Baseball	Track
	Archery	

Requirements for women.

The lower division requirement is met by Physical Education 1 in the first semester of the freshman year and by suggested work or electives in the second and third semesters. The fourth semester course, Physical Education 2, is required of all women.

In upper division, the work is elective except as otherwise stated for elementary and kindergarten-primary majors. Upon completion of the lower division requirements, the student may select her activity from the following list offered under the courses Physical Education 160A-B.

Archery	Deck Sports	Team Sports
Dancing	Horseback Riding	Tennis
Folk Dancing	Social Dancing	Tumbling and Stunts

Requirements for Graduation with a Major in Physical Education.

Students may obtain simultaneously a B.A. degree with a major in physical education and the special secondary credential in physical education, or they may secure the B.A. degree without the credential.

The special secondary credential in physical education enables the student to obtain positions in junior high and senior high schools, and special positions in the varied fields of recreation.

It is suggested that when possible, the student should avail himself of the opportunity to obtain a general junior high school credential, or a general elementary credential. Regulations governing these additional credentials may be found on page 73.

Requirements for Graduation with a Major in Recreation.

Special arrangements will be made with those individuals who desire to have a major in recreation, by substituting certain courses in those fields allied with recreational activities, for courses and requirements as set forth in this bulletin for physical education majors.

At the present time, there is no special four year credential in recreation given by the State Department of Education.

General requirements.

Candidates for degrees with a major in physical education must fulfill all the state board and institutional requirements which are set forth on page 25.

Students who work toward the degree without the teaching credential will not be required to take the courses in directed teaching, and other selected courses in education.

Special requirements.

Students desiring to specialize in the field of physical education and/or recreation must be physically sound, mentally alert, and have a high

degree of neuromuscular coordination. They must believe in and demonstrate the highest type of leadership.

Units in physical education.

Maximum—Not more than 40 units of the 124 required for graduation may be taken in physical education courses.

Upper division—Not more than 30 units of upper division courses taken in physical education after entering the upper division will be counted toward the B.A. degree.

Minors.

Two of the following minors must be selected:

Art	English	Home Economics
Industrial Education	Physical Science	Music
Biological Science	Social Science	

Senior transfers.

Students with senior standing at the time of admission to the college by transfer from other institutions must complete 30 units in residence, 18 of which must be in upper division courses, including at least 12 units in physical education.

Lower division requirements.

Men and Women. (42 or 46 units.)

1. Requirements from departments other than major department.

Physical education majors must fulfill the standard lower division requirements for all candidates for a degree or credential in this college. The student should study the section on lower division, page 33, and consult his adviser as to desirable choices among the offerings in each field.

Requirements from major department.

Men (13 units)	Women (8 units)
Physical Education 56A, 56B	Physical Education 15
	Physical Education 13
	Activity as needed

Upper division requirements.

Men and Women.

1. Requirements from departments other than the major. (19 units)

Education 57—Introduction to Education
 Education 173—Secondary Education
 Education 175—Educational Psychology
 Education 177—Growth and Development of the Child
 Education 136—Educational Tests and Measurements
 Education 137—Educational Statistics
 Education 190 (P.E.)—Teaching Methods
 Education 192 (P.E.)—Directed Teaching
 Science 180—Public Health

2. Requirements from major department.

Men (24 units)

Physical Education 109
 Physical Education 116
 Physical Education 143
 Physical Education 150
 Physical Education 152
 Physical Education 153
 Physical Education 170-176
 Physical Education 180-187

Women (25 units)

Physical Education 113-116
 Physical Education 121
 Physical Education 122
 Physical Education 130
 Physical Education 143
 Physical Education 150
 Physical Education 162A
 Physical Education 174

Credential requirements.

Interpretation of the requirements for the special credential in physical education in terms of the course offered in this college is as follows:

1. Minimum 16 unit academic requirement is covered in the required courses for the group major.
2. Education requirements covered by the required courses Education 57, 136, 137, 173, 175, 177, 190, 192.

Principles, methods and practice of teaching covered by Education 192 (P.E.).

Recommended courses in education—Education 117, 139, 178.

3. Special requirement of 15 semester hours selected from four of the following fields:

Biology	Physiology	Psychology
Anatomy	Hygiene	Sociology
	Chemistry	

This requirement is satisfied by all students completing the group major. See following list required in group major:

	Units
Science 60A-B—Zoology -----	10
Science 50A—Physiology -----	3
Science 50B—Anatomy -----	3
Psychology 1 -----	3
**Science 1A-B or 2A-B—Chemistry -----	6 or 10
**Science 40A-B—Botany -----	8
Science 180—Public Health -----	3

4. A minimum of 24 semester hours chosen from at least seven of the following:

- a. Principles of Physical Education.
- b. Technique of Teaching Activities.
- c. Administration of Physical Education.
- d. Applied Physiology (Physiology of Exercise).
- e. Activities of Physical Education.
- f. Community Recreation.
- g. Individual Program Adaptations (Corrective Program Adaptations).

** May be substituted for Science 60A-B.

h. Health Education.

i. Growth and Development of Children. (See education courses, page 77.)

5. **Group majors.**—The following courses are offered at Santa Barbara. Twenty-one units chosen from the starred items are required in satisfaction of the group major.

	Units
*a. Physical Education 150_____	3
*b. Physical Education 170-175_____	2
Physical Education 113-116 _____	2
*c. Physical Education 152_____	3
Physical Education 130 _____	3
*d. Physical Education 143_____	2
*Physical Education 56A, 56B_____	1
Physical Education 160 _____	1
Physical Education 11-20 _____	1
*Science 180—Public Health_____	3
e. Physical Education 109A-B _____	3
f. Physical Education 122 _____	3
*Physical Education 153_____	3
*g. Physical Education 41 or Home Economics 10_____	2
*h. Education 177 _____	2

SUGGESTED PROGRAM WITH A MAJOR IN PHYSICAL EDUCATION FOR WOMEN

FRESHMAN YEAR

First Semester	Units
English 18A—English Composition	3
Social Science elective	3
Natural Science	3 or 5
Home Economics 10—Nutrition and Health	2
Physical Education 13—Rhythmic Form and Analysis	1
Physical Education major activity	1
Freshman Problems	$\frac{1}{2}$
Elective	2 or 0
	15 $\frac{1}{2}$

Second Semester

English 18B—English Composition	3
Social Science elective	3
Natural Science	3 or 5
Physical Education major activity	1
Freshman Problems	$\frac{1}{2}$
Elective	3
	13 $\frac{1}{2}$ or 15 $\frac{1}{2}$

SOPHOMORE YEAR

First Semester

Science 50A—Physiology	3
Social Science elective	3
English 11—Fundamentals of Speech	3
Music 1—Principles of Music	2
Physical Education major activity	2
Physical Education 15—Girl Scout Leadership	1
Elective	2
	16

Second Semester

Science 50B—Physiology	3
Social Science elective	3
Political Science 99—American Institutions	2
Psychology 1—General Psychology	3
Education 57—Introduction to Education	3
Physical Education major activity	2
	16

JUNIOR YEAR

First Semester	Units
Science 180—Public Health -----	3
Sociology 121—Principles and Practices of Probation-----	2
Physical Education 113A—Technique of Team Sports-----	2
Physical Education 114—Technique of Gymnastics and Swimming--	2
Physical Education 150—Principles of Physical Education-----	3
Physical Education 162A—Theory and Practice; Elementary School Activities -----	1
Physical Education 143—Physiology of Exercise-----	3
Elective -----	1
	17

Second Semester

Education 175—Educational Psychology -----	3
Education 177—Growth and Development of the Child-----	2
Industrial Education 121B—Manipulative Work for Integrated Program -----	2
Physical Education 113B—Technique of Individual Sports-----	2
Physical Education 115—Dance Composition -----	2
Physical Education 121—Physical Examinations -----	1
Physical Education 116—Rhythmic Adaptations -----	2
Electives -----	3
	17

SENIOR YEAR

First Semester

Education 136—Educational Tests and Measurements -----	2
Education 173—Secondary Education -----	2
Education 191 (P.E.)—Introduction to Teaching Physical Education	2
Physical Education 122—Theory of Individual Program Adaptations	3
Physical Education 130—Administration of Physical Education----	3
Physical Education 174—Technique of Tennis-----	2
Elective -----	2
	16

Second Semester

Education 137—Educational Statistics -----	2
Education 192 (P.E.)—Directed Teaching -----	4
Electives -----	4
	10

MINORS

Minor in Men's Physical Education-----19-21 units

Lower Division—

Physical Education 56A-B-----	6
Home Economics 10—Health and Nutrition-----	2

Upper Division—

Physical Education 150—Principles of Physical Education----	3
Physical Education 152—Administration of Physical Education -----	3
Education 177—Growth and Development of the Child-----	2
Science 180—Public Health -----	3
Education 192—Directed Teaching* Physical Education-----	2

Minor in Physical Education for Women-----19 units

Lower Division—

Physical Education 1—Fundamental Skills-----	$\frac{1}{2}$
Physical Education 2—Leadership -----	$\frac{1}{2}$
Physical Education 13—Rhythmic Form -----	1
Physical Education 16A-B—Folk Dancing -----	1
Physical Education 17A—Dancing -----	$\frac{1}{2}$
Physical Education 18—Games -----	$\frac{1}{2}$
Physical Education 19A-B—Team Sports -----	1

Upper Division—

Physical Education 113A or B—Technique of Sports-----	2
Physical Education 115—Dance Composition-----	2
Physical Education 130—Administration -----	3
Physical Education 150—Principles of Physical Education----	3
Education 192 (P.E.)—Directed Teaching -----	2
**Physical Education 162A-B—Elementary Theory -----	1-1
**Physical Education 163A-B—Nursery and Kindergarten Rhythms -----	1-1

* Directed Teaching required only when major is in the general elementary or general junior high school fields.

**Course chosen depends on major.

DESCRIPTION OF PHYSICAL EDUCATION COURSES**MEN—LOWER DIVISION COURSES****Physical Education 13. Rhythmic Form and Analysis (1). I**

A study of the fundamentals of rhythmic form; the use of rhythm as the basic element in activity and its application to the teaching of physical education.

Physical Education 41A. First Aid (2). I

The content of this course is that of the American Red Cross First Aid course, and upon completion with satisfactory grades, the Red Cross certificate will be given. This course is imperative for any individuals who expect to work on a playground or do recreational supervision. Open to men and women.

Physical Education 41B. Athletic Training and First Aid for Athletic Injuries (3). II

A course dealing with the care and prevention of injuries incurred in athletic contests. Conditioning and training of teams for athletic contests. Open to men only.

Prerequisite: Physical Education 41A.

Physical Education 51A. Prescribed Physical Education for Freshman Men ($\frac{1}{2}$). I

Marching tactics, class formations, elementary apparatus drill, fundamentals of football and basketball.

Physical Education 51B. Elementary Drill in Tumbling and Stunts; Fundamentals of Baseball and Track ($\frac{1}{2}$). II**Physical Education 51C. Fundamentals of Speedball, Soccer, Volleyball, Handball, Indoor or Playground Ball and Group Games ($\frac{1}{2}$). I****Physical Education 52. Teaching Procedure and Class Organization of Physical Education Activities ($\frac{1}{2}$). II**

Class procedure and theory of fundamental activities covered in 51A, B, C. Outlines of programs and arrangement of model lessons for different age groups.

Prerequisites: 51A, B, C.

Physical Education 53. Individual Adaptations and Health Education ($\frac{1}{2}$). I or II

Required course for those who are assigned to limited activity. The correction of physical abnormalities, treatment of faulty posture, curvatures, weak feet and arches, heart disturbances, overweight and underweight.

Physical Education 56A. Gymnastics and Mass Athletics (3).

Theory and practice in technique of teaching elementary marching tactics; methods of class organization and instruction in conduct of for-

mal work; individual and group tumbling in elementary and advanced levels; apparatus and pyramids.

Physical Education 56B. Gymnastics and Mass Athletics (3).

Teaching of activities in large groups. Mass athletics such as boxing, wrestling, volleyball, handball, badminton, deck tennis. Games of low organization.

MEN—UPPER DIVISION COURSES

Physical Education 109. Scoutcraft (3).

I

A course intended to familiarize the student with the Boy Scout organization, its objectives and its organization. Actual participation in scout tests, measurements, and leadership. Assigned readings and problems, together with hikes and field work, merit badge work. Lectures relating scoutcraft to present-day educational objectives. Each student assigned to a local troop as assistant scoutmaster.

Physical Education 116. Rhythmic Adaptations (2).

II

A course for physical education major students presenting rhythmic material suitable for elementary and secondary schools. The various forms discussed and practiced will include folk, tap and clog, social and creative.

Physical Education 143. Physiology of Exercise (3).

I

A course dealing with the chemical, physiological and psychological reactions of the body in relation to our physical activities.

Prerequisite: Physiology 50A.

Physical Education 150. Principles of Physical Education (3).

I

A course dealing with educational principles of physical education and their relationship to other educational subjects and to life. Relation of basic principles of physical education to economic, political, and social life. A study of the modern trend in physical education tests and measurements.

Physical Education 152. Administration and Organization of Health and Physical Education in Secondary Schools (3).

II

Study of the problems involved in a department of physical education in junior and senior high schools. Organization of conferences or leagues; organization of departments in different sized high schools; details such as paper forms, tickets, budgets, buying, managing trips; the correlation of athletic and academic departments. Intramural organizations. Medical examinations.

Prerequisite: Physical Education 150.

Physical Education 153. Individual Program Adaptations (3).

I

A teachers' course on how to detect, diagnose, and treat physical abnormalities. Theory of individual and group instruction. Theory and practice of prevention and correction of physical abnormalities among school children and adults. Theories of massage and conditioning.

Prerequisites: Physiology, Anatomy.

Physical Education 154. Principles and Procedures of Community Recreation (3). II

A course dealing with the fundamental principles, ideals, administration and organization of city and community recreational areas. Relations of state, city and educational groups. Legal and moral responsibilities of supervisors and playground directors. Open to men and women.

Physical Education 160A-B. Recreation ($\frac{1}{2}$) ($\frac{1}{2}$).

This course fulfills the upper division requirement in physical education. It may be taken in either or both upper division years.

Selection may be made from any of the groups of recreational activities available on the college curriculum.

Physical Education 170-171. Technique of Teaching Football and Basketball (2).* I

Practice and theory of individual and team play. History of sport, theory and coaching of fundamentals, team organization, various offensive and defensive systems. Training and handling of men studied from viewpoint of the coach. Managing and officiating.

Physical Education 172-173. Technique of Teaching Baseball and Track (2).* II

Practice and theory in fundamentals, coaching, conditioning and methods of indoor and outdoor practice. Training and handling of men studied from the viewpoint of the coach. Managing and officiating.

Physical Education 174. Technique of Teaching Tennis (2). I

Fundamentals and methods of teaching and playing tennis. Ground and volley strokes, forehand and backhand drives, forehand and backhand volleys, service, overhead, etc. Singles and doubles play. How to organize and manage tennis meets. Court construction and care.

(Open to men and women.)

Physical Education 175. Technique of Teaching Swimming (2). II

Elementary swimming and diving, breast, side, trudgeon, crawl, and back strokes. Red Cross life saving and resuscitation. Course is planned to train the student to swim the various strokes and to teach them.

Physical Education 180. Football ($\frac{1}{2}$). I

Team participation in intercollegiate program.

Physical Education 181. Basketball ($\frac{1}{2}$). II

Team participation in intercollegiate program.

Physical Education 182. Baseball ($\frac{1}{2}$). II

Team participation in intercollegiate program.

Physical Education 183. Track ($\frac{1}{2}$). I and II

Team participation in intercollegiate program.

* Credit not given in these courses unless student is taking or has had P.E. 70, 71, 72, 73, respectively.

Physical Education 184. Rugby ($\frac{1}{2}$).	II
Team participation in intercollegiate program.	
Physical Education 185. Tennis ($\frac{1}{2}$).	I and II
Team participation in intercollegiate program.	
Physical Education 186. Golf ($\frac{1}{2}$)	I and II
Team participation in intercollegiate program.	
Physical Education 187. Swimming ($\frac{1}{2}$).	II
Team participation in intercollegiate program.	
Physical Education 188. Wrestling ($\frac{1}{2}$).	I and II
Team participation in intercollegiate program.	
Physical Education 189. Boxing ($\frac{1}{2}$).	I and II
Team participation in intercollegiate program.	
Physical Education 192 (P.E.). Directed Teaching (2-6).	I and II
See Education courses, page 81.	

COURSES OPEN TO BOTH MEN AND WOMEN

The following courses are given by the physical education department as mixed classes. For descriptions, please refer to sections immediately preceding and following.

	Units	Semester
Physical Education 2. Leadership of Recreational Activities -----	$\frac{1}{2}$	II
Physical Education 13. Rhythmic Form and Analysis-----	1	I
Physical Education 16A-B. Folk Dancing-----	$\frac{1}{2}$ - $\frac{1}{2}$	I and II
Physical Education 18. Games of Low Organization-----	$\frac{1}{2}$	II
Physical Education 20A-B. Recreational Sports----- Archery, Deck Sports, Horseback Riding, Social Dancing, etc.	$\frac{1}{2}$ each	I and II
Physical Education 41A. First Aid-----	1	II
Physical Education 116. Rhythmic Adaptation-----	2	II
Physical Education 143. Physiology of Exercise -----	3	I
Physical Education 150. Principles of Physical Education	3	I
Physical Education 154. Principles and Procedures in Community Recreation -----	3	II
Physical Education 162A-B. Theory and Practice of Elementary Activities -----	1-1	I and II
Physical Education 174. Technique of Teaching Tennis--	2	I

WOMEN—LOWER DIVISION COURSES**Physical Education 1. Fundamental Skills in Physical Education Activities ($\frac{1}{2}$).****I**

A survey of the skills used in activity, starting with a discussion of posture and good body mechanics and working into practice of throws, jumps, hits, catches, kicks, etc. Tests and questionnaire show needs of further activity.

Physical Education 2. Leadership of Recreational Activities ($\frac{1}{2}$). II

Required of all women.

Prerequisites: Physical Education 1.

Physical Education 8. Individual Program Adaptation ($\frac{1}{2}$). I or II

Students physically unable to enter regular classes may substitute this course. It is recommended that regular work be resumed as soon as possible.

Physical Education 13. Rhythmic Form and Analysis (1).**I**

A study of the fundamentals of rhythmic form; the use of rhythm as the basic element in activity and its application to the teaching of physical education. Open to men and women.

Physical Education 15. Recreational Leadership Through Girl Scouting (1).**I**

A brief survey of the Girl Scout program, its aims and objectives, with practical demonstration of key activities from the point of view of leadership. The class is organized as a Girl Scout troop and is carried on through the distinctive Scout method of managing troop affairs and developing group thinking. Assigned readings and projects.

Physical Education 16A. Beginning Folk Dancing ($\frac{1}{2}$).**I**

A study of simple folk rhythms with their related customs and backgrounds. The course covers a wide range of materials. Open to men and women.

Physical Education 16B. Intermediate Folk Dancing ($\frac{1}{2}$).**II****Physical Education 17A. Dancing ($\frac{1}{2}$).****I**

A study of the fundamental techniques in modern dance based on the laws of natural movement; an analysis of types of movement; and composition of simple dance forms. Open to men and women.

Physical Education 17B. Dancing ($\frac{1}{2}$).**II**

A continuation of the above course with more advanced work in technique and composition.

Physical Education 18. Games of Low Organization ($\frac{1}{2}$).**II**

Games requiring little or no team work. Required of Education majors. Open to men and women.

Physical Education 19A-B. Team Games and Sports ($\frac{1}{2}$ - $\frac{1}{2}$).**I-II**

Games and sports in season.

Physical Education 20. Individual Activities ($\frac{1}{2}$ each).**I-II****A-B Recreational Sports**

Archery, Deck Sports, Hiking, Horseback Riding, Tennis.

Social Dancing. The purpose of the social dancing course is to give students knowledge and skill in the basic rhythms used in social dancing. It is open to those men and women who do not dance and who would like to do so.

C Stunts and Tumbling

D Body Mechanics—Designed particularly for those having some difficulty in this, or for some reason interested in bettering their coordinations or movements.

UPPER DIVISION COURSES**Physical Education 113A. Technique of Teaching Team Sports (2).****I****Physical Education 113B. Technique of Teaching Individual Sports (2).****II****Physical Education 114. Technique of Teaching Gymnastics and Swimming (2).****I**

Physical Education 115. Dance Composition (2). II

This course includes a survey of dance history; practice in the technique of composition; discussion of production, costuming, lighting and selection of music for dance forms.

Prerequisite: Physical Education 17A-B.

Physical Education 116. Rhythmic Adaptation (2). II

A course for physical education major students presenting rhythmic material suitable for elementary and secondary schools. The various forms discussed and practiced will include folk, tap and clog, social and creative.

Physical Education 121. Physical Examinations (1). II

Discussion of theories of physical examinations and their application to varying situations. A short resume also, of principles of rendering first aid.

Physical Education 122. Theory of Individual Program Adaptation (3). I

A study of the physical conditions and deviations found in schools and methods of correction, or adaptation of the activity to the individual's need.

Physical Education 130. Administration of Physical Education (3). I

Problems of organization and administration of physical education for women.

Physical Education 143. Physiology of Exercise (2). I

A course dealing with the chemical, physiological and psychological reactions of the body in relation to our physical activities.

Prerequisite: Physiology 50A.

Physical Education 150. Principles of Physical Education (2).

For description, see physical education courses for men, page 144.

Physical Education 160A-B. Elective Activity ($\frac{1}{2}$ - $\frac{1}{2}$).

In the junior and senior years, activity may be chosen from the following list:

Tennis	Golf
Archery	Horseback Riding
Boating	Dancing
Stunts and Tumbling	

Combination of deck tennis, badminton, handball, horseshoe pitching, shuffleboard.

Physical Education 162A-B. Theory and Practice of Elementary School Activities (1-1).

A course presenting physical education activities suitable for the various elementary grades. Material is organized on the principles of modern education and special emphasis is placed on physical education in the integrated program. Required of all Elementary Education majors.

Physical Education 163A-B. Theory and Practice of Nursery, Kindergarten and Primary Rhythms (1-1).

A course dealing with the teaching of basic rhythmic coordinations and principles to nursery, kindergarten and primary ages.

Education 191 (P.E.). Introduction to Teaching Physical Education (2).

Education 192 (P.E.). Directed Teaching (4).

See education courses, page 81.

PSYCHOLOGY AND PHILOSOPHY

PSYCHOLOGY

Dr. Bishop

LOWER DIVISION

Psychology 1. General Psychology (3).

I or II

A beginning course in general psychology which aims to introduce the student to the methods and techniques of psychological study, and to current theories concerning basic psychological principles. Lectures, demonstrations, class discussions and recitations are used. A sophomore course, not in general open to freshmen.

Prerequisite: A college course in biological science, preferably Physiology 50 or 51.

Psychology 10A-B. Applied Psychology (3-3).

An elective course will be offered in alternate years covering some applied aspects of psychological principles. Animal psychology, social psychology, business psychology, are suggested as types of work which will from time to time be offered. (Not offered 1938-1939.)

Prerequisite: Psychology 1, or equivalent.

UPPER DIVISION

Psychology 100. Behavior Psychology (4).

I

A course in scientific psychology based on the stimulus-reaction theory. It emphasizes the integrated personality through proper functioning as a whole of the different parts of the human organism. A study of specific problems of behavior will be included. (Not offered 1938-1939.)

Psychology 101. History of Psychology (3).

The development of significant movements and points of view in psychology; evolution from the old faculty viewpoint, through association viewpoint, the unitary mind viewpoint to the modern unitary organism viewpoint. (Not offered 1938-1939.)

PHILOSOPHY

Dr. Girvetz

Philosophy 6A-B. Introduction to Philosophy (3-3).

I-II

The development of philosophical ideas and the course of philosophical thought from the early Greek period to modern times. Not open to freshmen.

Philosophy 11. Philosophy of Ethics (3).

A study of typical traditional and modern theories of ethics.

SCIENCE DEPARTMENT

Miss Severy

Dr. Kinsell
Dr. Mather
Dr. Noble

Mr. Peters
Dr. Sweet
Mr. Walker

Mr. Wells

MINORS IN SCIENCE

The science department offers courses in biological and physical science to meet the state and institutional requirements, and to serve the needs of the several major departments. It does not offer a science major, but does offer a considerable choice in minors.

Teaching Minor—Kindergarten-Primary and Elementary

Lower Division—	Units
Science 40A or 40B—General Botany -----	4
Science 50—Physiology -----	3
Science 65—Zoology, or	
Science 70—Marine Biology -----	3
	10
Upper Division—	
Science 160—Nature Study -----	4
Science 170—Advanced Biology, or	
Science 180—Public Health -----	3
	7
Total units for minor -----	17

Teaching Minor—Junior High School

Lower Division—	
Science 1A or 2A—Inorganic Chemistry -----	3
Science 19A-B—General Physics -----	6
Science 50—Physiology -----	3
	12
Upper Division—	
Science 160—Nature Study -----	4
Science 170—Advanced Biology, or	
Science 180—Public Health -----	3
	7
Total units for minor -----	19

Minor—General Science for Industrial Education

Lower Division—	Units
Science 50—Physiology -----	3
Science 19A-B—General Physics -----	6
Science 1A-B—General Inorganic Chemistry -----	3
	—
	12
Upper Division—	
Science 106—Applied Chemistry -----	2
Science 160—Nature Study -----	4
	—
	6
Total units for minor-----	18

Minor—Physiology

Lower Division—	
Science 1A-B—General Inorganic Chemistry -----	6
Science 50 and 51B, or Science 51A-B—Physiology -----	6
	—
	12
Upper Division—	
Science 165—Laboratory Technique (optional) -----	2
Science 170—Advanced Biology -----	3
Science 180—Public Health -----	3
	—
	6 or 8
Total units for minor-----	18 or 20

Minor—Botany*

Lower Division—	
Science 40A-B—General Botany -----	8
Science 65—Introductory Zoology, or	
Science 70—Marine Biology, or	
Science 50—Physiology -----	3
	—
	11
Upper Division—	
Science 140—Advanced Plant Taxonomy -----	2
Science 160—Nature Study -----	4
Science 170—Advanced Biology -----	3
	—
	9
Total units for minor -----	20

* The botany and zoology minors are set up on the assumption that the student has had chemistry or physics in high school. Students who do not present credit in high school chemistry or physics will, in addition to the lower division requirements outlined above, complete Science 1A, Elementary Inorganic Chemistry, 3 units, or Science 20A, Elementary Physics, 3 units.

Minor—Zoology*

Lower Division—

	Units
Science 60A-B—General Zoology -----	10
Science 40B—General Botany, or	
Science 50—Physiology -----	3 or 4
	—
	13 or 14

Upper Division—

Science 160—Nature Study -----	4
Science 170—Advanced Biology -----	3
	—
	7

Total units for minor ----- 20 or 21

Minor—Chemistry

Lower Division—

Science 1A-B—General Inorganic Chemistry, or	
Science 2A-B—General Inorganic Chemistry -----	6
Science 5—Organic Chemistry -----	6
	—
	12

Upper Division—

Science 100—Physiological Chemistry, or	
Science 105A—Quantitative Analysis -----	3
Science 101A—Food Chemistry -----	2
Science 101B—Textile Chemistry -----	2
	—
	7

* The botany and zoology minors are set up on the assumption that the student has had chemistry or physics in high school. Students who do not present credit in high school chemistry or physics will, in addition to the lower division requirements outlined above, complete Science 1A, Elementary Inorganic Chemistry, 3 units, or Science 20A, Elementary Physics, 3 units.

DESCRIPTION OF SCIENCE COURSES**PHYSICAL SCIENCE****Chemistry****LOWER DIVISION COURSES****Science 1A-B. General Inorganic Chemistry (3-3). I, II**

Comprising a systematic treatment of elementary principles and of the properties of the more important elements and their compounds. Open to all students. Two lectures and one three-hour laboratory period.

Science 2A-B. General Inorganic Chemistry (5-5). I, II

Prerequisite: Grade of A in high school chemistry. Three lectures and two three-hour laboratory periods.

Science 5A-B. Organic Chemistry (3-3). I, II

Study of different carbon series, fats, carbohydrates, proteins, benzene compounds, and dyes. Two lectures and one three-hour laboratory period.

Prerequisite: Science 1A-B or Science 2A-B.

UPPER DIVISION COURSES**Science 100. Physiological Chemistry (3). II**

Study of the chemical composition and action of the tissues and secretions of the human body, the digestion of foods and the elimination of waste products. Two lectures and one three-hour laboratory period.

Prerequisites: Science 1A-B or 2A-B, and 5A-B.

Science 101A. Textile Chemistry (2). I

Physical and chemical structure and composition, and testing of textile fibers; testing of water, soaps, bleaches; study of dyes and dyeing. One lecture, one three-hour laboratory period.

Prerequisites: Science 1 or 2, and Science 5.

Science 101B. Food Chemistry (2). II

Determination of the composition of food products and detection of food preservatives and adulterants; study of the pure food laws. One lecture and one three-hour laboratory period.

Prerequisites: Science 1 or 2 and Science 5.

Science 102. Advanced Textile Chemistry (2).

(Not offered in 1938-1939.)

Science 103. Science of Dyes and Dyeing (2). I

A short course in the study of textile fibers; testing fibers; history of dyes, dyeing; special problems in dyeing. One lecture and one three-hour laboratory period.

Science 105A-B. Quantitative Analysis (3-3). I, II

Introductory training in the methods of quantitative analysis of various materials, acids, bases, salts, alloys, and minerals. One lecture and two three-hour laboratory periods.

Prerequisites: Science 1A, 1B and 5A, or 2A-B.

Science 106. Industrial Chemistry (3). II

This course will include an elementary study of the reactions involved in the production and use of such materials as metals, alloys, building materials, paints, oils, cement, fuels, etc. For students in industrial education who have credit in Chemistry 1A or 2A. Two lectures and one three-hour laboratory period.

Science 115. Science for Junior High School (3).

Covers the different phases of junior high school general science; includes study of subject matter, sources of subject matter, use of field and laboratory work, equipment and texts.

Prerequisites: 6 units of physics, 3 units of chemistry and 3 units of a biological science. (Not offered in 1938-1939.)

Science 180. Advanced Problems in Physical Science (1-3). I, II

Hours and credit by arrangement.

Physics

LOWER DIVISION COURSES

Science 19A-B. Physics (3-3). I, II

A course in physics applied to those problems which arise in the everyday life of the individual. An attempt to present the subjects of mechanics, molecular physics, heat, light, sound, with a minimum of mathematics. Especially designed for students who are majoring in other fields but wish to know something of the methods of science. Open to all students.

Science 20A-B. General Physics (3-3). I, II

Definitions, conversion factors, problems, formulae covering mechanics, molecular physics, heat and sound.

Prerequisites: High school physics or chemistry, trigonometry; $1\frac{1}{2}$ years high school algebra.

UPPER DIVISION COURSES

Science 121. Advanced Physics (3). II

Electricity, magnetism, sound and light. Two lectures and one three-hour laboratory period.

Prerequisites: Science 20A-B, 2A-B.

BIOLOGICAL SCIENCE**LOWER DIVISION COURSES****Science 40A-B. General Botany (4-4).****I, II**

Fundamentals of the morphology and physiology of seeds, roots, stems, leaves, flowers and fruits. An introduction to the principles of plant taxonomy. Lectures, laboratory and field work in close correlation. Two lectures and two three-hour laboratory periods.

Science 50. Elementary Physiology (3).**I and II**

A general survey of the physiological systems of the human body, planned to give basis for understanding principles of personal health and psychology. The digestive, circulatory, respiratory, excretory, endocrine, reproductive and nervous systems are surveyed. Required of all majors in elementary education, kindergarten-primary education, and home economics. This course, or its equivalent, Science 51A, is prerequisite to all psychology courses. Science 51B may follow Science 50. Two lectures and one three-hour laboratory period.

Science 51A-B. General Physiology (3-3).**I, II**

Fundamental course covering physiological systems of animals with special emphasis on human systems. Physiology 51A deals with the fundamental properties of protoplasm, and the digestive, circulatory, respiratory, blood, heat regulatory and excretory systems. Physiology 51B includes muscle physiology, the skeletal and endocrine systems, sense organs, nervous systems, reproduction, and the role of genetics in development. This course is required of all minors in physiology and is suggested as part fulfillment of the liberal arts requirement of lower division science. Two lectures and one three-hour laboratory period.

Prerequisites: Physiology 50A, or 51A is prerequisite to 50B. Advisable prerequisites, high school or college biology, botany or zoology, and chemistry.

Science 52. Human Anatomy (3).**I, II**

Lecture and demonstration study of human anatomy, using models, slides, and prepared materials. For prenurses only. No prerequisites.

Science 55. Bacteriology (3) (4).**II**

A laboratory and lecture course covering the history, morphology, classification, metabolism and economic importance of microorganisms; the preparation of media and microscopic examination, culturing and identification of common forms; principles of disinfection, sanitation and prevention of disease; the ecology of microorganisms of soil, air, foods, water, industry, and of certain human and animal diseases.

Prerequisites: One or more biological sciences and a year of chemistry.

Science 60A-B. General Zoology (5-5).**I, II**

The study of representatives of the principal groups of animals. Lectures, laboratory, museum and field work. A thorough foundation in the classification, structure, ecology and economic importance of animal types. Three lectures and two three-hour laboratory periods.

Science 65. Introductory Zoology (3). I and II

A practical general survey of the animal kingdom, emphasis being laid upon types of economic and civic importance. Two lectures and one three-hour laboratory period a week.

Science 70. Marine Biology (3). SS

An introduction to the study of salt-water organisms, particularly those found along the California beaches at low tide; recognition of "sea weeds" and marine animals together with some conception of their relative importance in the scheme of life. Qualified students will be encouraged to undertake ecological studies and distribution surveys of local flora and fauna.

Frequent excursions to beaches in the vicinity permit of field observations under favorable environmental conditions. Methods of collection and preservation of material for classroom demonstration are a feature of the course. Open to all students. Two lectures and one three-hour laboratory period.

UPPER DIVISION COURSES

Science 150. Advanced Physiology (3). I

A laboratory course which treats the functions of the body in greater detail than was possible in the elementary course 50A-B. Special emphasis will be given the fundamental phenomena and their interpretation. The plan of the course will be flexible to meet the needs and interests of the students. One laboratory and two three-hour lecture periods.

Prerequisite: 50A-B. Previous courses in chemistry or physics.

Science 160. Nature Study (4). II

The biological phases of primary, elementary and junior high school curricula; with emphasis upon units of economic and civic importance; laboratory study of pupil interest centers. A philosophy of natural science presentation is built up through organization of the science sequence on a graduated scale.

Required course in the upper division for students desiring a minor in biological science, as well as for kindergarten-primary, elementary and junior high school teachers-in-training. Three lecture periods.

Science 165. Laboratory Technique (1) (2). II

A laboratory course dealing with the preparation of biological materials for the classroom; with special reference to methods of fixation, sectioning and staining for microscopic study. One three-hour laboratory period.

Prerequisite: One year of science in biology or chemistry.

Science 170. Principles of Biology (3). I

An advanced course. The distribution, behavior, characteristics, and evolution of plants and animals, including man; leading to generalizations of biological theory and principle. Lectures, museums and individual field investigations. Open to students who have had a year's work in botany, zoology or physiology. Three lecture periods.

Science 175. Heredity (3).**I**

A lecture course dealing with the principles of genetics and the application of Mendel's laws of heredity, including a consideration of human heredity and eugenics.

Science 180. Public Health (3).**I**

A comprehensive course of value to teachers, administrators, physical education majors and science minors. The principles of community well-being; including proper nutrition, rest, work, social adjustments and hereditary factors, with emphasis on preventing disease and infections; the symptoms, incidence and prognosis of common communicable diseases; also a brief survey of the history, economics and administration of health service.

Prerequisites: Minor in science or one year of biological science or chemistry.

Science 181. Advanced Problems in Biological Science (1-3).

Hours and credit by arrangement.

SOCIAL SCIENCE DEPARTMENT

Dr. Ellison, History, Political Science
Dr. Girvetz, Political Science, Sociology
Miss McPeak, Lincoln Library
Dr. Halterman, Economics, Commerce
Dr. Nettles, History
Dr. Outland, Social Science, Geography

GENERAL INFORMATION FOR GRADUATION WITH A MAJOR OR MINOR IN SOCIAL SCIENCE

State Board and Institutional Requirements.

Candidates for degrees with a major or a minor in Social Science field must fulfill all of the state board and institutional requirements which are stated on page 25.

Approval of Program by Adviser.

All students majoring or minoring in Social Science field must consult with and have their social science programs approved by the head of the Social Science department.

Scholarship.

Students majoring or minoring in the department must maintain an average grade of not less than C in all courses offered as part of the major or minor.

Foreign Language.

Students who plan to take upper division courses in Social Science are advised to acquire a reading knowledge in at least one foreign language before they reach the junior year.

Courses in Education.

It is recommended that at least 6 units of professional courses in education be completed by students with a Social Science or History major.

Minors Required of Social Science and History Majors.

Each candidate for graduation with a major in Social Science or History must complete two minors or an additional major and one minor.

Junior High School Credential.

This credential may be secured by completing the required work for the Social Science major or History major, two minors, and the education courses required for this credential.

Introductory Courses in the Social Sciences.

Introductory Social Sciences which may be taken in satisfaction of State Social Science requirements in lower division and in preparation for upper division work in the Social Sciences are: Social Science 1A-B, Sociology 1, Economics 1A-B, History 4A-B, History 5A-B, Geography 1A-B, Political Science 1A-B, Political Science 99. Social Science 1A-B or History 4A-B is required of all students in the freshman year, and Sociology 1, and Geography 1A-B are freshman courses. History 5A-B, Political Science 1A-B, Political Science 99 and Economics 1A-B are sophomore subjects and may not be taken in the freshman year.

The department offers a group major in Social Science, and a subject major in History, and minors in Economics, History, Political Science, Social Science, and Sociology. The requirements for majors and minors must be satisfied by the courses stated or by equivalents satisfactory to the credentials committee and the head of the Social Science department.

SOCIAL SCIENCE MAJOR**Lower Division Preparation.**

History 4A-B, or Social Science 1A-B, and Political Science 1A-B, or Economics 1A-B, or Geography 1A-B.

Upper Division Requirement in Social Science.

24 units of upper division work in Social Science upon consultation with adviser, at least 12 of which must be in social sciences other than History.

HISTORY MAJOR**Lower Division Preparation.**

History 4A-B, History 5A-B, and Political Science 1A-B, or Economics 1A-B, or Geography 1A-B.

Foreign language requirement of 15 units. This may be satisfied in part by work done in high school.

Upper Division Requirement for History Major.

24 units of upper division work in History or 18 units in History and 6 in Political Science or Economics. At least 9 units must be European History, including a year's course (6 units) and three additional units. 6 units must be in United States History.

MINORS IN SOCIAL SCIENCE

ECONOMICS

Lower Division—	Units
Economics 1A-B—Economic Principles and Problems-----	6
Social Science elective -----	6
Upper Division—	
Upper division Economics -----	6

HISTORY

Lower Division—	
History 4A-B—History of Western Civilization, or	
History 5A-B—History of England -----	6
Social Science elective -----	6
Upper Division—	
Upper division History -----	6

POLITICAL SCIENCE

Lower Division—	
Political Science 1A-B, Government -----	6
Social Science elective -----	6
Upper Division—	
Upper Division Political Science -----	6

SOCIAL SCIENCE

Lower Division—	
Social Science 1A-B—Introduction to Contemporary Society-----	6
Social Science elective -----	6
Upper Division—	
Upper Division Social Science-----	6

SOCIOLOGY

Lower Division—	
Sociology 1, Elements of Sociology -----	3
Social Science 1A or 1B Contemporary Society -----	3
Social Science elective -----	6
Upper Division—	
Upper Division Sociology -----	6

In case of both a major and a minor in the department, courses offered for the major may not be substituted for the minor.

Political Science 99 to be taken in the sophomore year is required of all candidates for degrees and credentials unless the state requirement in Constitution and American Ideals is satisfied by a History or a Political Science course regarded as equivalent.

DESCRIPTION OF COURSES IN SOCIAL SCIENCES

Unless otherwise designated, all social science courses have one lecture hour per unit.

ECONOMICS**LOWER DIVISION COURSES****Economics 1A-B. Principles of Economics (3-3).**

A general course in the principles of economics and in the application of these principles to important problems of the economic world.

A sophomore subject. Not open to freshmen.

Economics 2. The Principles of Economics (3).

I or II

A survey course in the principles and problems of economics for students taking one semester only of economics.

A sophomore subject. Not open to freshmen.

Economics 11. Industrial History of the United States (3).

II

A study of the economic development and industrial history of the United States.

Economics 14A-B. Principles of Accounting (3-3).

(Not acceptable in satisfaction of State requirements in social science.)

Economics 18A-B. Commercial Law (3-3).

(Not acceptable in satisfaction of State requirements in social science.)

UPPER DIVISION COURSES

Prerequisite for upper division courses: Economics 1A-B, or Economics 2, or an equivalent at the option of the instructor.

Economics 101. Labor Economics (3).

I

An analysis of the factors contributing to American labor problems and of the attempts on the part of those concerned to secure harmony.

Economics 105. Problems of Modern Industrial Society (3).

II

Economics 130. Money and Credit (3).

II

An introductory study of the developments and functions of modern credit institutions and of monetary theories.

Economics 142. Study of Occupations (3).

I

A survey of the fields of human occupations and of opportunities and requirements in these fields.

GEOGRAPHY

LOWER DIVISION COURSES

Geography 1A. Fundamentals of Modern Geography (3). I

A development of the underlying principles of human geography through a study of the main features of the physical environment in their relationship to man's life and activities, particularly as exemplified in type regions.

Geography 1B. Regional and Economic Geography (3).

A study of selected regions with wide application of the principles of human and economic geography.

HISTORY

LOWER DIVISION COURSES

History 3A-B. History of the Americas (3-3).

A survey of the history of the Americas from the periods of discovery and colonization to the present time. Emphasis is placed upon factors and relationships which have significance for the whole western hemisphere. (Not offered in 1938-1939.)

History 4A-B. An Introduction to the History of Western Civilization (3-3). I and II

A study of the political, cultural, and social history of Europe from 1500 to the present day as a background of present-day civilization.

This course or Social Science 1A-B is required of all freshmen. Students planning to transfer to the University of California or elsewhere at the end of the sophomore year to take work in the College of Letters and Science should take this course, History 4A-B, rather than Social Science 1A-B, or in addition to Social Science 1A-B. Beginning each semester.

History 5A-B. History of England (3-3).

A survey of the political, constitutional, economic, and cultural history of the British Isles.

UPPER DIVISION COURSES

Prerequisite for all upper division courses: History 2A-B or 3A-B or 5A-B, or an equivalent at the option of the instructor.

History 102A-B. History of the United States (3-3).

A study of the political, social, and constitutional history of the United States.

History 111A-B. Modern European History Since 1815 (3-3).

A study of European political and social development and world relationships from the Congress of Vienna to the present day.

- History 125. History of the Ancient World (3).** I
History 130.—History of the Middle Ages (3). II
History 131. History of the British Empire (3). I
 The rise and development of the British Empire. The story of British expansion.
- History 142. History of Latin America (3).** I
 A study of the rise and progress of the Latin American nations.
- History 151. History of the Pacific Ocean Area (3).** II
 A survey of the activities of European peoples and of the United States in the Pacific Ocean and adjacent regions. A study of the struggle for political and economic leadership in the past, together with consideration of the present situation and problems in the area.
- History 155. Social, Political and Cultural History of the United States, 1787-1876 (3).** I
- History 162. Representative Men and Women (3).** II
 A biographical approach to United States history.
- History 165. History of the Civil War and Reconstruction (3).** I
 History of the United States from 1852 to 1877. Enrollment is limited to 12 students admitted on the basis of scholarship and interest. The Lincoln Library is the laboratory and classroom for the work of the course.
- History 171. History of the United States in Recent Decades (3).** II
 Political, economic and social development of the United States from 1877 to the present time.
- History 185. History of California: The Spanish-Mexican Period. (3).** I
- History 186. History of California: The American Period (3).**
- History 190. Historical Method and Historiography (2).** I
 Required of all history majors in the junior year.
- History 191. Junior High School Social Science (3).**
 To be taken in the junior year by prospective teachers in junior high school social science. (Not offered in 1938-1939.)

POLITICAL SCIENCE

LOWER DIVISION COURSES

Political Science 1A. Government (3).

A comparative study of the parties and governments of the representative democracies of Great Britain, France, and Switzerland.

Political Science 1B. Government (3).

A study of the dictatorships of Italy, Germany, and Russia.

Political Science 99. American Institutions (2).

I or II

The fundamental nature of the United States constitutional system.
To be taken in the sophomore year.

This course or its equivalent required of all students.

UPPER DIVISION COURSES

Political Science 121. International Relations I (3).

I

Imperialism.

Political Science 122. International Relations II (3).

II

International organizations.

Political Science 125. The United States Constitutional System (3).

An advanced course in constitutional law and government.

(Not offered in 1938-1939.)

Political Science 155. Foreign Relations of the United States (3).

An analysis of the principles of American foreign policy and of their application.

(Not offered in 1938-1939.)

SOCIAL SCIENCE

LOWER DIVISION COURSES

Social Science 1A-B. Contemporary Society (3-3)

I and II

An introductory general course in the study of economic, political and social institutions of the contemporary world.

Either this course or History 4A-B is required of all freshmen. Students wishing to transfer to the University of California or other institutions should include History 4A-B, for while Social Science 1A-B is transferable as an elective, it will not take the place of a history requirement in the College of Letters and Sciences at other institutions. *Beginning each semester.*

SOCIOLOGY

LOWER DIVISION COURSES

Sociology 1. Elements of Sociology (3).

A study of the underlying principles of society with application to present day problems.

UPPER DIVISION COURSES

Prerequisite for upper division Sociology courses: Upper division standing and Sociology 1, or Social Science 1A-B, or the equivalent of one of these.

Sociology 120. The Family and its Relationships (2).

II

A study of the economic, social and psychological aspects of family life, past and present.

Prerequisite: Sociology 1.

Sociology 121. Principles and Practice of Probation (2). I

A study of probation and the juvenile court and their relation to schools and other agencies. Methods of diagnosis and treatment of delinquency.

Sociology 127. Advanced Sociology (3). II

A study of social problems and phenomena of the modern world.

Prerequisite: Sociology 1.

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